

BOSTON COLLEGE BULLETIN

1970-1971



# BOSTON COLLEGE BULLETIN

## GRADUATE SCHOOL OF ARTS AND SCIENCES

1970-1971

JULY 6, 1970



ON THE COVER—The English collegiate gothic tower of Gasson Hall, oldest building on the Boston College campus, and the spire of Lyons Hall. The towers on the Heights have become a familiar and beloved element of the metropolitan skyline in the fifty years since Boston College moved to Chestnut Hill.

The sketches in this bulletin are by Jack Frost. They have been reprinted from *The Crowned Hilltop, Boston College In Its Hundredth Year*; Hawthorne Press, 1962.

## BOSTON COLLEGE BULLETIN

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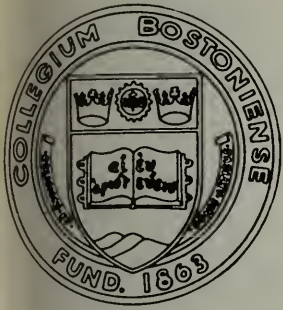
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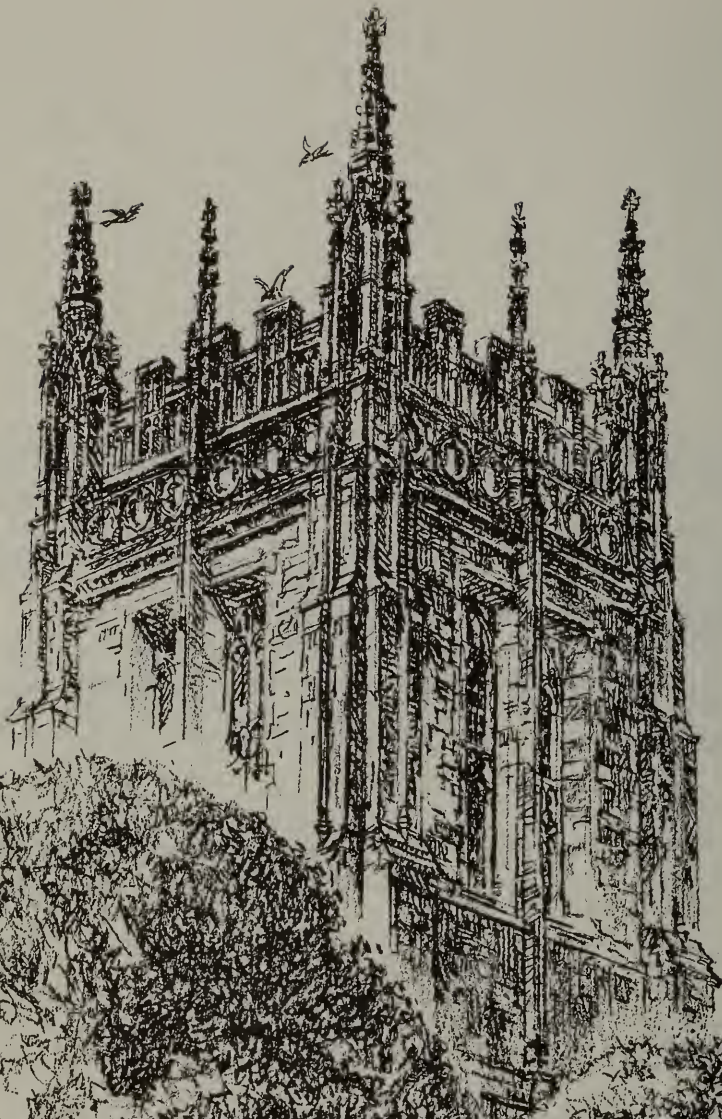
GRADUATE SCHOOL OF ARTS AND SCIENCES

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1970-1971

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BOSTON COLLEGE  
UNIVERSITY HEIGHTS  
CHESTNUT HILL, MASSACHUSETTS 02167



Jack Frost ©

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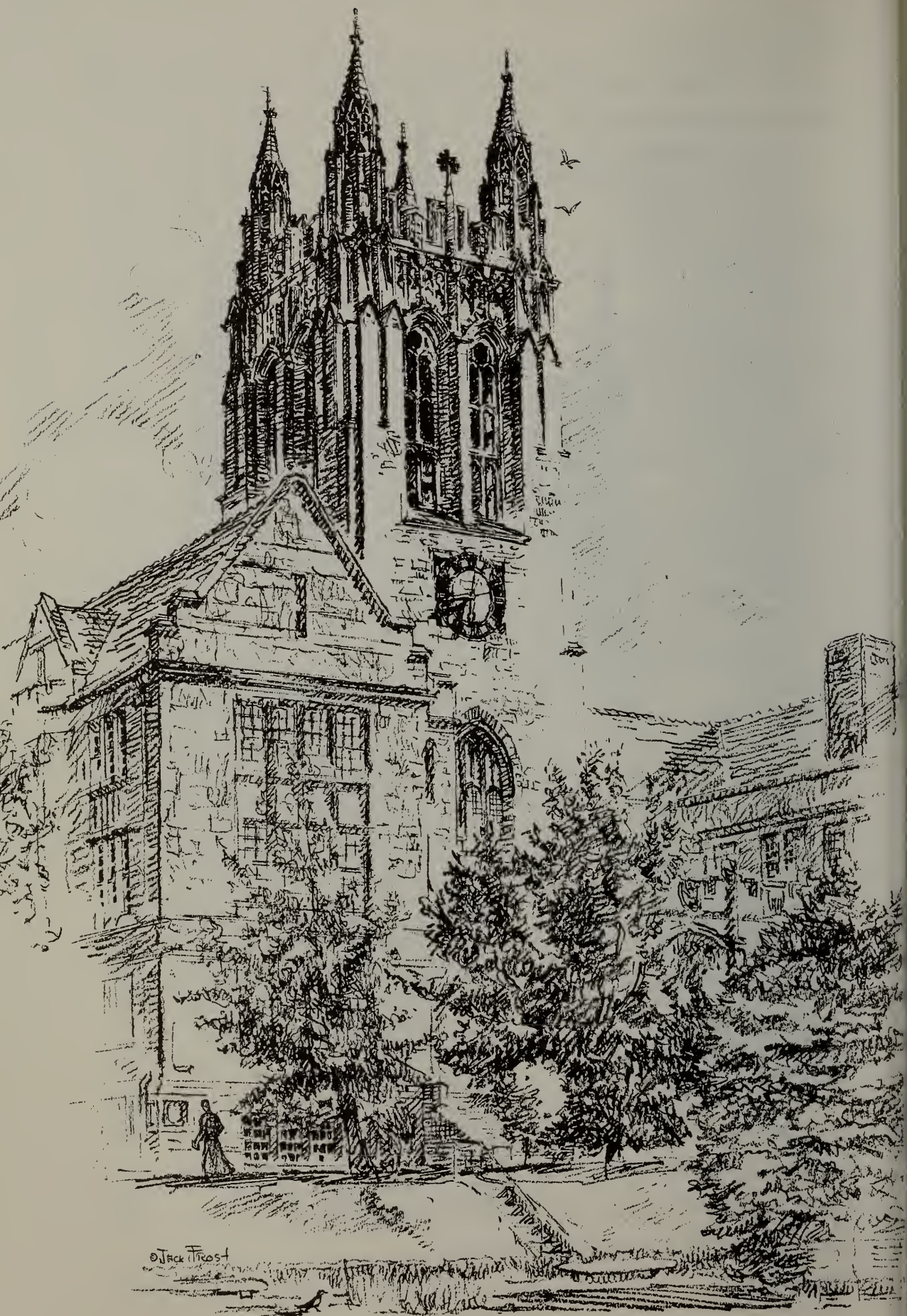
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## MAP OF THE UNIVERSITY HEIGHTS

CAMPUS .....	<i>Inside Back Cover</i>
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# BOSTON COLLEGE

## THE UNIVERSITY

Boston College is one of the oldest Jesuit-sponsored universities in the United States. Its charter was granted to John McElroy, S.J., on April 1, 1863, by John Albion Andrew, Governor of the Commonwealth of Massachusetts. John Bapst, S.J., was the first President. As has been true of almost every leading college and university in the nation, the original intention was to provide collegiate instruction for young men in an atmosphere of a specific religious tradition. Boston College has followed the honored pattern of other American universities by growing into an eclectic institution of higher education. Its academic community is open to men and women of any and every background; its scholarly pursuits range the entire spectrum of contemporary thought and interest.

Boston College was first located in the South End of the City of Boston and continued there for its first half century. Shortly before World War I, Thomas Gasson, S.J., then President, purchased a property in Chestnut Hill, a suburb of Boston. In more than fifty years that have followed, the University Heights campus has grown to include forty collegiate structures and still retains much of its suburban beauty as well as an enviable prospect of the city six miles away.

The evolution of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College of Arts, Sciences and Business Administration were added to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox, Massachusetts, and the Schools of Philosophy and Theology at Weston—several miles west of the University Heights campus—all for the preparation of young men for the priesthood in the Society of Jesus—were established as schools of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, with its Graduate School (1957), is now known as the School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.



## **OBJECTIVES OF UNIVERSITY**

The primary objective of Boston College is stated on the official seal of the University: Ever to Excel. Boston College is committed to the conservation, extension, and diffusion of knowledge. Its purpose is to impart an understanding of the unity of knowledge, an appreciation of our cultural heritage, a dedication to the advancement of learning, and a sense of personal and social responsibility, both within the University, and beyond, in the community and the world. The University is dedicated to the task set forth for universities by President John F. Kennedy in his speech at the Boston College Centennial Convocation in 1963:

“... as the world presses in and knowledge presses out, the role of the interpreter grows. Men can no longer know everything themselves; the twentieth century has no universal man. All men today must learn to know through one another, to judge across their own ignorance, to comprehend at second hand. These arts are not easily learned. Those who would practice them must develop intensity of perception, variety of mental activity, and the habit of open concern for truth in all its forms. Where can we expect to find a training ground for this modern maturity, if not in our universities?”

## **ACCREDITATION OF THE UNIVERSITY**

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges for Teacher Education, the American Association of Collegiate Schools of Business, the American Association of Theological Schools, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association of University Evening Colleges, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council on Social Work Education, the Jesuit Educational Association, the International Association of Universities, the International Associations of Catholic Universities, the National Catholic Education Association, the National Commission on Accrediting, the Accrediting Service of the National League for Nursing, the New England Association of Colleges and Secondary Schools, and other similar organizations.

## **THE GRADUATE SCHOOL OF ARTS AND SCIENCES**

The Boston College Graduate School of Arts and Sciences was established by the Society of Jesus to promote the development of specialized study and professional academic research under Catholic auspices. It is dedicated to the cultivation of scholarship in all of its

aspects: the acquisition of full and exact knowledge within a specific discipline; the original and methodical investigation of problems or of lacunae in knowledge; the collection, organization, and interpretation of data drawn from primary and important secondary sources; the communication of informed and discriminating judgments in clear and cogent papers and oral reports. As a specifically Catholic graduate school, it bases its moral and spiritual values, where these are properly involved in the formation of opinions and conclusions, upon Christian philosophy and theology.

The Graduate School is administered by the Dean, assisted by the Educational Policy Committee and by the chairmen of all departments granting graduate degrees. All matters concerning admission, credits (including credits offered in transfer), assistantships or fellowships, and general requirements are referred to the Dean. Graduate classes are conducted at the Chestnut Hill campus of Boston College, with the following major exceptions: the courses in Geophysics are conducted at the Weston College Seismological Station and the courses in Nursing make use of selected health agencies of the community. Field work occurs in a variety of courses in the social sciences.

Offering a wide range of courses in several disciplines and programs leading to the master's and doctoral degrees, the Graduate School invites inquiries and applications for admission from qualified college graduates who wish to pursue a regular program of advanced studies, or who wish to attend as special, non-degree students.







# GENERAL INFORMATION

## CORRESPONDENCE AND INQUIRIES

*Domestic* students normally will address their inquiries to the *department* concerned; *foreign* students to the *Admissions Office, Graduate School*. Requests for information not provided in the following pages should be addressed to:

Graduate School of Arts and Sciences  
Gasson Hall  
BOSTON COLLEGE  
Chestnut Hill, Massachusetts 02167

*Foreign students* who need special assistance with the problems attendant upon entering an American university may secure the information and aid that they require by addressing their questions to:

Foreign Student Advisor  
McElroy Commons  
BOSTON COLLEGE  
Chestnut Hill, Massachusetts 02167

*Foreign students* should note that the deadline for application for an assistantship or fellowship is February 15. The deadline for application for admission is May 1.

Preliminary inquiries may be made in person, if an applicant wishes, at the Graduate Office, located in Gasson 106. The office of the Graduate School is open from 9:00 to 4:45 Monday through Friday. It is closed on legal holidays, holy days, and Good Friday.

## GRADUATE SCHOOL OFFERINGS

### PROGRAMS AND DEGREES

The Boston College Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy

(Ph.D.), Doctor of Education (D.Ed.), Master of Arts (M.A.), Master of Science (M.S.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), and Master of Science in Teaching (M.S.T.); and to a Certificate of Advanced Educational Specialization, (C.A.E.S.). The various degrees are conferred as follows:

Courses in the regular programs may also be audited (taken without academic credit) where the subject matter permits, and are open to students who are not degree candidates.

Depts. of Instruction	Ph.D.	D.Ed.	M.A.	M.A.T.	M.S.	M.S.T.	M.Ed.	C.A.E.S.
Biology	x				x	x		
Chemistry	x				x	x		
Classical Lang.			x	x				
Economics	x		x	x				
Education	x	x		x		x	x	x
English	x		x	x				
Geol. & Geophysics					x	x		
Germanic Studies	x		x	x				
History	x		x	x				
Mathematics			x	x				
Nursing					x			
Philosophy	x		x					
Physics	x				x	x		
Political Science			x	x				
Psychology	x		x					
Romance Lang.	x		x	x				
Slavic & Eastern Lang.			x	x				
Sociology	x		x	x				
Special Programs								
American Studies			x					
Med. History			x					
BC Environ. Center								
Slavic & E. European Center								

## MASTER’S PROGRAM

### REQUIREMENTS FOR DEGREES OF MASTER OF ARTS, MASTER OF SCIENCE, AND MASTER OF EDUCATION

*Acceptance:* All candidates for a master’s degree must be graduates of an approved college, with a good general collegiate average and eighteen (18) semester hours of superior-quality upper division work in their proposed area of study. When a candidate’s general average is satisfactory, but the number of prerequisites falls short of the pre-



scribed eighteen credits, the remaining prerequisites may be earned in the graduate school by achieving a grade of B in courses approved for this purpose. Where there is some doubt about a candidate's scholastic record, the candidate may be accepted conditionally. His performance will then be evaluated by the departments and recommended to the Dean for approval after the first semester of course work or after a minimum of six credits has been earned.

*Course credits:* A minimum of thirty (30) graduate credits is required for each master's degree. While no formal minor is required, a limited number of credits may be taken—but only with major departmental approval—in a closely-related minor for which the candidate is qualified. Graduate work completed at other approved institutions may be offered in partial fulfillment of the course requirements with the approval of the Chairman of the Department and the Dean. Not more than six transfer credits may be accepted; and these are accepted conditionally until a minimum of one semester of graduate work has been completed. A student who receives transferred credits is not hereby exempted from any part of the comprehensive examination.

*Modern Language Requirement:* The extent and nature of foreign language requirements are the responsibility of the department concerned; see the specific departmental descriptions.

*Comprehensive Examinations:* Before any master's degree or certificate is awarded, the candidate must pass a comprehensive examination in his graduate course work. A student may take this examination only after he has satisfied the language requirement and the major portion of his course requirements. At the option of the department concerned, this examination may be oral, written, or both. Eligibility for admission to the examination is determined by the Graduate School office with the advice of the departmental chairman. Permission will be issued when it has been established that the candidate has satisfied all the necessary requirements.

Comprehensive examinations are ordinarily given towards the end of each semester and at the end of the summer session. Each student is expected, however, to consult his major department in order to learn more precisely the times at which comprehensive examinations are given and about the general nature of the examination. He should then notify the Graduate School office of his intention to take the examination. Information about the specific date, place, and time of examination will be supplied later to the candidate by the chairman's office.

The results of the examinations are communicated to the candidate by mail. A candidate who fails may take the examination again at the next, or a later, examination period. If he fails the second time, he forfeits all his graduate credits. There are no exceptions to this rule.

*Thesis:* In some master's degree programs a thesis is required; in others it is not. It is the responsibility of the student to make himself familiar with the regulations of his major department concerning the thesis requirement in the particular degree program he enters.

If a thesis is accepted in partial fulfillment of the requirements for a

master's degree, ordinarily six credits will be granted for it. Each thesis shall be done under the supervision of an assigned thesis director, and must be approved by him and by at least one other reader assigned by the department. In the preparation of the thesis, the style regulations peculiar to each department and those common to the Graduate School should both be observed. Two typed copies of each thesis must be submitted to the Graduate School office at the prescribed time; these must include the original and a copy (first carbon or clear photostat) approved in advance by the Graduate School. The completed, *approved*, and *signed* unbound copies of the thesis must be submitted to the Graduate Office on or before the date specified in the academic calendar, accompanied by the proper fee. The submitted theses become the property of Boston College, and permission to publish them in their original or modified form must be obtained from the Dean of the Graduate School of Arts and Sciences.

All students must be registered for thesis supervision during any semester or term in which they require such supervision. As only six semester hours are allowed for these credits, those who have not finished their thesis within this time must register for two semester hours of supplementary thesis direction whenever further direction is necessary. There is no academic credit for this later registration.

*Special degree requirements:* For the Master of Science degree (non-thesis) in Biology, students are required to complete a minimum of thirty-four (34) credits of course work.

For the Master of Science degree in Nursing, applicants must possess a Bachelor of Science in Nursing degree. A student having a bachelor's degree with a non-nursing major must complete an upper division major in nursing prior to being considered for the Master's program. In the Master of Science degree in Nursing, students are in general required to complete from forty-four (44) to fifty-one (51) credits of course work including courses in Nursing Education, a field of clinical specialization, student teaching, and electives. There is no modern language requirement for this degree. Students must pass a comprehensive examination in their course work. For fields of specialization and the required core courses, see section on Department of Nursing.

For the Master of Arts degree in Community Social Psychology, forty-eight (48) credits, including twelve (12) hours of field credit, are required. This program is open to full-time students only.

*Time limit:* All course work including the thesis and transferred credits must be completed within five years of the time at which the graduate courses begin. Time spent in the Armed Forces is not included within this five-year period.

## **REQUIREMENTS FOR THE DEGREES OF MASTER OF ARTS IN TEACHING (M.A.T.) AND MASTER OF SCIENCE IN TEACHING (M.S.T.)**

The M.A.T. Program is restricted to students teaching English, the Social Sciences, and the modern foreign languages. The M.S.T. pro-

gram is restricted to students teaching Mathematics and the Natural and Physical Sciences.

Applicants for admission to these programs must satisfy the regular Graduate School entrance requirements including eighteen semester hours of upper-division work in their proposed area of specialization. Students must be accepted by the department in which they wish to specialize and by the Education Department. Whenever possible, the students will be involved in a paid full year teaching internship as a major part of the program. Whenever relevant, the general regulations governing the requirements for the Master's Program described above are also applicable to this degree.

The M.S.T. and M.A.T. programs are pursued under one of three Plans: A, B, or C. Plan A combines graduate study with a year of internship teaching. Plan B combines a year of graduate study with a period of apprenticeship. Plan C is for the experienced teacher or graduate from a School of Education (but without teaching experience). For additional details in these programs, see the section "Secondary Education" in the Department of Education.

*Course Credits:* A minimum of thirty graduate credits is required for the M.A.T. and M.S.T. degrees under Plan C. Plans A and B for the M.A.T. and M.S.T. degrees require thirty-six graduate credits.

*Modern Foreign Language Requirement:* This is a function of the specific department involved.

*Comprehensive Examinations:* Before the M.A.T. or M.S.T. degree is awarded, the student must pass a comprehensive examination in his course work. This examination is taken in two parts, one part to be devoted to the examinee's subject-matter field, the other part to the field of Education.

*Research:* Although a thesis is not prescribed as a requirement for this degree, each student will be expected to complete a research paper in his area of specialization (context). The research paper will be defined by and under the jurisdiction of the department of the Graduate School of Arts and Sciences in which the student will specialize, i.e., English, History, foreign languages, Mathematics or the sciences.

*Time Limit:* All requirements must be completed within five years of the time at which course work began, exclusive of time spent in the armed forces. Normally, in a planned program of courses, internship and research, the degree can be completed within a two-year period.

## **SPECIAL MASTER'S PROGRAMS**

### *A Master of Arts Program in American Studies*

For further information regarding admission and degree requirements, see page (165)

### *A Master of Arts Program in Medieval Studies*

For further information regarding admission and degree requirements, see page (166)

### *A Master of Arts Program in Mathematics (non-research)*

For further information regarding admission and degree requirements, see page (182)



# DOCTORS PROGRAM

## REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

The degree of Doctor of Philosophy is conferred only in recognition of proficiency in advanced scholastic achievements. While the basic requirements for the doctor's degree may be defined, the degree is not granted for the routine fulfillment of certain regulations nor for the successful completion of a given number of courses, but only for distinctive attainment in a special field of concentration and for a demonstrated ability to modify or enlarge a significant subject in a thesis based upon original research and conspicuous for its scholarship. For these reasons the subsequent requirements are to be considered minimal and may be modified by the Dean or Chairman as circumstances warrant. Candidates for the doctor's degree must pursue a unified and organized program of study. This organization is achieved in different ways in different departments, and the pattern of any department should be learned from the department chairman.

*Residence Requirements:* For students who hold the master's degree, a minimum of two full additional semesters of graduate course work is required for the doctorate. For those who are accepted on their collegiate record, at least four semesters of graduate course work are required. In this connection a full semester is ordinarily taken to mean four three-credit courses. At least one year of residence is required during which the candidate must be registered at the University as a full-time student following a program of course work or research approved by the major department. Students who wish leaves of absence which carry residence credit should consult the Dean of the Graduate School.

The concept of residency is embedded in the philosophy that a doctoral student cannot develop the rapport and assimilate the total environment of the University without full-time residency at the University for at least a year. The residence requirement for the degree of Doctor of Philosophy may not be satisfied by summer session attendance only; nor may a doctoral candidate earn more than eighteen graduate credits towards his degree in summer courses. The period of residency may be taken at any time during the doctoral program, but where only a single year of such residency is contemplated, this period must be arranged in advance by the student with his department.

The Ph.D. program in Community Social Psychology has a residence requirement of four years of full-time study.

Students who desire official recognition of Graduate School activity during the summer, but who are not participating in formal summer session courses, may enroll in the Graduate School Registrar's Office (in Gasson Hall) on certification by their major advisor or departmental chairman. Enrollees will be required to indicate the effective dates of their activities and the fractional effort involved.

*Modern Foreign Language Requirements:* The extent and nature of



foreign language requirements are the responsibility of the department concerned. See specific departmental description.

*Comprehensive Examination and Admission to Candidacy:* Before being admitted to candidacy for the doctor's degree, the student must pass comprehensive written and/or oral examinations in his major and two minor fields. A student may present himself for the comprehensive examination only after he has satisfied the specific departmental requirements. The chairman of the major department shall present to the Dean of the Graduate School for approval the students who are eligible for this examination, which must be taken within five years from the initiation of doctoral work. Upon failure to pass the comprehensive examination the first time, it may be taken a second time with the approval of the chairman of the department but in no case earlier than the following semester. If the second examination is unsatisfactory, no further trial is permitted.

A student who has been admitted to candidacy for the doctor's degree is required to register each semester in the Graduate School and to pay the doctoral continuation fee.

*The Thesis:* At any time after admission to candidacy, but within the time limit set for the completion of doctoral work and on the dates marked on the academic calendar, the candidate must submit to the chairman of his major department two typewritten copies of his thesis, the original and the first duplicate. The subject of the research for the thesis must have been chosen with the approval of the major department and the work must be done under the direction of an adviser. The thesis must be the result of independent research. Where collaboration is required, the matter should be referred to the Dean. In the preparation of the manuscript the student is to follow the requirements referred to above under the section on the thesis for the master's degree.

Upon completion of the thesis, the Dean will appoint a committee of three, consisting of the major professor and two other members of the graduate faculty, to judge its substantial merit: Their report, if favorable, will be endorsed on the official title page. The two copies of the thesis should then be filed in the Graduate School office on the date set in the academic calendar.

*Final oral examination:* After approval by the readers, the thesis must be defended in an oral examination before a board of examiners appointed by the Dean.

*Time limit:* All requirements for the doctor's degree must be completed within eight consecutive years from the commencement of doctoral studies; the thesis must be completed within three years after admission to candidacy. Time spent in the armed forces is not included within this eight-year period.

All doctoral dissertations will be microfilmed according to the plan provided by University Microfilms Inc., Ann Arbor, Michigan. This publication by microfilm does not preclude the student's right, with the approval of the Graduate School of Arts and Sciences, to publish his dissertation later on in book or other form.

To fulfill the microfilm publication requirement, a candidate for the degree of Doctor of Philosophy or Doctor of Education must take the following steps:

A. Submit by four weeks before Commencement at the latest to the Graduate School of Arts and Sciences a card, obtainable from the Registrar, providing the following information:

Name  
All previous degrees  
Major department  
Exact title of dissertation

B. By Monday, May 24, at the latest, the following items:

1. Two (2) typewritten unbound copies (one a first copy in satisfactory form for microfilming) of the dissertation. These copies will not be returned to the author.
2. Two (2) copies of an abstract of 600 words or less. This abstract will be published in "Dissertation Abstracts," a bi-monthly publication which receives wide distribution.
3. A signed microfilm agreement form.
4. Payment of a fee of \$35.00 to cover costs of microfilm publication and of binding the dissertation. If copyright is desired, an additional fee of \$12.00 will be required.
5. A completed copy of the questionnaire entitled "Survey of Earned Doctorates."

The second deadline of Monday, May 24, 1971 mentioned above is absolute. The name of any student who fails to meet this deadline will of necessity be removed from the June Commencement list. Such a student may make arrangements to have the degree conferred in September.

No dissertation will be available for distribution until it has been microfilmed. A bound copy will, however, be deposited in the Boston College Library where it may be consulted, with the consent of the author.

The student is reminded that by May 24, he must have settled all financial accounts with the Treasurer's Office and returned books to the library.

## **REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION (D.Ed.)**

The requirements for the Doctor of Education degree are the same as those for the Doctor of Philosophy degree with the following modifications. Three years of teaching experience are required as a prerequisite for the degree. There are no modern foreign language requirements, but technical competence in research methods and in statistics is required. There are nine approved major fields of concentration leading to the Doctor of Education degree. (1) Special Education; (2) Educational Psychology; (3) Educational Research; (4) History

and Philosophy of Education; (5) Administration and Supervision; (6) Higher Education; (7) Psychology and Measurement; (8) Curriculum and Instruction; (9) Counselor Education and Counseling Psychology. All students admitted to the field of Administration and Supervision since September 1, 1965 have been required to meet the residence requirements described above for the degree of Doctor of Philosophy. In addition, all students admitted to the other fields listed above who have not begun course work until after September 1, 1967, must meet the residence requirements as described above for the degree of Doctor of Philosophy. Comprehensive examinations, a thesis, and a final oral examination are required as described above for the degree of Doctor of Philosophy. The time limit is also the same.

## ADMISSION

### ELIGIBILITY

The Graduate School admits two classes of students: *Candidates* (degree-seeking) and *Special* (non-degree-seeking). Special students may change to candidate status, but in this event no more than 12 credits of course work earned as a *Special* student will be transferred to the course program designed for the doctoral candidate.

Either *Candidates* or *Special* students may be admitted on a *conditional* basis. In these cases, the prospective student will be so notified and the nature of the condition specified.

Students will not be admitted officially until the completed application form has reached the Graduate Office. Assumption of admission must not be presumed without receipt of official notification.

The Graduate School is co-educational. Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from a recognized institution, and must give evidence of the ability and the preparation necessary to the satisfactory pursuit of graduate studies. This evidence will be furnished primarily, but not necessarily exclusively, by the distribution of undergraduate courses and by the grades received in them. Further stipulations—e.g., for doctoral candidates—are made in the appropriate sections below.

Applicants lacking a bachelor's degree generally are not admitted to Graduate School classes, but are recommended instead to present their needs to the Dean of the Evening College of Arts, Sciences, and Business Administration. The only exceptions to this rule are made for unusually qualified undergraduates recommended for individual courses by the Deans of Boston College. These students, ordinarily seniors in the last semester of their collegiate program, must register with and pay all fees and expenses to their own subdivision of Boston College at the rates set in the Graduate School.

Applicants for the Certificate of Advanced Educational Specialization should have a master's degree and three years of teaching experience.

Applicants for the degree of Doctor of Philosophy or of Education



are accepted on the basis of prior academic work that offers promise of doctoral proficiency. At the earliest date possible after initial application, applicants should arrange a personal interview, if possible, with departmental representatives. Except where indicated otherwise in the department section, this should be done through the department chairman. Applicants will be notified officially by the Graduate School of acceptance for doctoral course work, but only after departmental study of their completed application files.

## APPLICATION DEADLINES

Graduate studies are best begun in September. Studies for the Ph.D. in Community-Social Psychology must start in September. In many departments, however, studies may be initiated in September, January, or June (Summer Session). Applications should be on file in the departmental office by July 1 for September admissions and by December 1 for January admissions. Each application for admission to the Boston College Graduate School of Arts and Sciences as a degree candidate or as a special non-degree student must be accompanied by a (non-refundable) application fee of \$15.00 (U.S.A.).

The deadline for submitting an application for admission which is accompanied by an application for fellowship or assistantship is March 15.

Foreign students who wish to apply for admission must submit their applications by May 1. Foreign students applying for a fellowship, assistantship, a tuition or scholarship must submit their applications by February 15.

If, after a reasonable period following application (e.g., five or six weeks), domestic students have not heard concerning the status of their applications, they should check with their departments for information concerning the completeness of their files. Foreign students should contact the Graduate School Office for this information.

## APPLICATION PROCEDURE—DOMESTIC STUDENTS

Application for admission to the Boston College Graduate School of Arts and Sciences is made by submitting an application form and the supporting documents *to the department or program* to which admission is sought.

## APPLICATION PROCEDURE—FOREIGN STUDENTS

All application material for foreign students should be sent to:

Graduate School of Arts and Sciences  
BOSTON COLLEGE  
Chestnut Hill, Massachusetts 02167

All documents submitted by all applicants for admission become the property of the Graduate School and are not returnable. Applicants

who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed, and the applicants must provide new ones if they later decide to begin graduate study.

## **APPLICATION FORMS**

All applicants for admission as degree candidates or special students must complete and submit an APPLICATION FOR ADMISSION form by the appropriate deadline. Religious men and women should give their family names in making application. Further, when writing afterwards for records or information, they should be sure to repeat the family name, as all student files are arranged alphabetically by the family name.

The Standard Graduate School of Arts and Sciences APPLICATION FOR ADMISSION form is to be used by U.S. citizens and those applicants who, although not U.S. citizens, are permanent residents of the United States. As different forms are required of foreign students, a citizen of the United States who, while residing in a foreign country, requests a catalog and application form, should clearly specify his citizenship.

Foreign students who write to the Graduate Admission Office will receive a REQUEST FOR APPLICATION form, printed on thin, lightweight paper, suitable for air-mailing. When the REQUEST FOR APPLICATION is returned, it will be evaluated by the Committee on Admissions. Applicants who are judged to be qualified will receive the complete application forms entitled APPLICATION FOR ADMISSION TO AN EDUCATIONAL INSTITUTION IN THE UNITED STATES. The complete forms will request a resume of the student's background, a certificate of health, a confidential financial statement, a report on proficiency in using the English language as measured by a standard examination such as the TOEFL (Test of English as a Foreign Language), as well as school transcripts and three letters of recommendation.

## **TRANSCRIPTS**

All applicants for admission as degree candidates or special students are required to submit official transcripts of all past academic work. Applicants still in their senior year of college should provide transcripts in duplicate, complete through the junior year and, as soon as available, through the first semester of their senior year. Qualified students will be accepted on the basis of these first semester senior grades will be accepted on the basis of these first semester senior grades (and at times on the basis of their junior grades) but may not register until an official transcript has been received indicating the receipt of the Bachelor's degree.

## LETTERS OF RECOMMENDATION

All domestic applicants for admission as degree candidates must submit at least two letters of recommendation, which are to be sent by professors who have had recent classroom and preferably major field knowledge of the applicant.

Three letters of recommendation are required of all foreign students and all applicants for admission to a doctoral program in the Departments of Germanic Studies, Nursing, and Romance Languages. Special students, i.e., non-degree students, are not required to submit letters of recommendation.

## EXAMINATION SCORES

The Graduate Record Examination (GRE) is desirable but not a general *admission* requirement of the Graduate School of Arts and Sciences. Various departments, however, do require certain tests.

The Departments of Biology, Economics, and Political Science require all applicants for admission to degree programs to submit scores of both the GRE Aptitude and the Advanced Test.

The Department of Education requires all applicants for admission to master's, C.A.E.S., or doctoral programs to submit scores of the GRE Aptitude Test. Applicants for admission to doctoral programs in the Department of Education must submit, in addition, scores of the Miller Analogies Test. Those who seek admission to a doctoral program in Counseling Psychology are required to submit a third score: The Minnesota Multiphasic Personality Inventory.

The Departments of English, Nursing, and Philosophy require all applicants for admission to degree programs to submit scores of the GRE Aptitude Test.

The Department of Psychology requires all applicants for degree programs to submit scores of both the GRE Aptitude Test and the Miller Analogies Test.

All applicants in other departments are encouraged to take the GRE prior to admission, and to have the scores of the Aptitude Test as well as the Advanced Test, where one is given in their field, submitted as part of their application.

Students are advised that the results of these various tests must be sent to the specific departments concerned.

Information on the dates of registration for and administration of GRE and other tests may be obtained from:

The Office of Testing Services  
Boston College  
Chestnut Hill, Mass. 02167

Information on the GRE tests also may be obtained from:

Educational Testing Service  
Box 955  
Princeton, New Jersey 08540

or  
Educational Testing Service  
1947 Center Street  
Berkeley, Cal. 94704



## SPECIAL STUDENTS

Students who wish to enter the Graduate School for non-degree course work or for subsequent credit may be admitted as *Special Students*. To be admitted, they must file an application form and submit official transcripts of their undergraduate and any previous graduate records. These application documents of the special student, like those of the regular degree candidate, are to be submitted by the deadlines previously indicated. The application fee is \$15.00.

## ACCEPTANCE

Announcements of acceptance or rejection are sent out as soon as the Graduate School Committee on Admissions has reviewed the academic records of the applicants. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student is admitted to the Graduate School until he has been notified officially of acceptance by the Dean.

## REGISTRATION PROCEDURE

Formal registration takes place prior to *each* semester, not merely once a year. The dates for registration appear in the calendar (cf. pp. 306). If, at any time of registration, applicants for admission have not received formal notice of acceptance, they must first go to the Graduate School office and obtain clearance from the Registrar. This step is necessary for those who wish to enroll as Special Students as well as for those intending to follow a regular degree program.

All newly-accepted and already-enrolled students should consult first with their departmental chairman—whose place and hours for interviews are posted on the Graduate School bulletin board—to obtain authorization of their program of courses for each semester. The authorization slips must then be brought to the Graduate School office for processing. Later additions or deletions of courses need approval of the department chairman and will entail a change-of-course fee or a supplementary bill if occurring at a time beyond that specified in the calendar.

The students will receive class cards from the Graduate School office, one for each course in which they are enrolled. The class card contains the name and number of the course, and the number of credits it carries. All of these cards must be taken to the Treasurer's Office, where they are stamped, and then presented to the professors at the first class meeting. Any student who fails to present a class card, or who presents one without the Treasurer's stamp, will be excluded from class until the omission has been rectified. This procedure applies also to cards for thesis supervision and for reading courses.

All students must pay semester fees and tuition at the time of registration. When payment is made by check, the check should be made out to "Boston College—Graduate School of Arts and Sciences" and



should be taken or mailed to the Treasurer's Office, not the Graduate School. If a student wishes, for serious reasons, to request deferral of payment, he should direct his request to the Treasurer, not to the Dean. Until payment has been made or a satisfactory arrangement worked out, class cards will not receive the Treasurer's stamp validating them for admission to class.

## AUDIT

Students may elect to *audit* courses; the fees for auditing are listed on p. 25. Courses which are audited are recorded as such on the student's record. In general, transfer of status from audit to credit will not be permitted; consequently, students uncertain of their desire to pursue a particular course should register for credit and then withdraw if they find it undersirable. As indicated above, withdrawal without a grade of W will be allowed until the end of the third week of the semester; however, the withdrawal refund schedule of p. 26 should be noted.

## ACADEMIC REGULATIONS

### SATISFACTORY COURSE WORK

In each graduate course (exclusive of Thesis Seminar 301) in which he registers for graduate credit, a student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C,F,W, or I. The high, passing grade of A is awarded for course work which is distinguished. The ordinary, passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C in more than ten or an F in more than eight semester hours of course work may be required to withdraw from the school.

A student who withdraws from a course in which he is registered for credit following the proper procedure (see WITHDRAWAL FROM COURSE, below) and prior to the end of the third week of the semester will not have the course listed on his transcript. Proper withdrawal subsequent to this period will result in a W for the course and will be so listed on the transcript. A student who fails to complete the requirements of a course and fails to withdraw officially will receive a grade of F.

All required work in any course must be completed by the date set for the course examination. For adequate reasons, however, a deferment may be allowed at the discretion of the professor of the course. If

such a deferment is granted, the professor will determine its length up to a maximum of four months from the end of the examination period. Deferments longer than four months may be granted only by the Dean, who will in all cases consult the professor of the course. If a deferment is granted, the student will receive a *temporary* grade of I (Incomplete), which will be changed after the above-mentioned date to any of the above grades except W.

## WITHDRAWAL FROM COURSE

A student is free to withdraw from any course in which he is registered for credit at any time during the first three weeks of the semester. Such withdrawal must be made by presentation of a signed authorization slip (obtained from the departmental office) following which a course-change slip must be completed in the office of the Registrar. Withdrawal from a course after this period, but prior to the two weeks immediately preceding the examination period, will be allowed by the Graduate Office if the previous procedure includes the written consent of the professor involved; but in this instance, a fee will be charged.

## EXAMINATIONS

In each course, except seminars and teacher-training courses, there is a semester examination. This semester schedule is posted on the Graduate School bulletin board and should be consulted by the students.

When examinations or classes are cancelled as a result of stormy weather, announcement is made by radio, generally at the latest by noon. The scheduling of examinations thus cancelled is posted on the Graduate School bulletin board.

Written or oral comprehensive examinations are given at times arranged by the department, with the Dean's approval. Notices of success or failure in these examinations are communicated by mail.

## REPORTS AND TRANSCRIPTS

No grades of any kind will be released orally at the Graduate School office. Semester grades are mailed to all students who are in good standing. Requests for transcripts must be made in writing and should be addressed to the Registrar of the Graduate School. The official transcript lists all courses for which the student has been registered, except those discontinued during the first three weeks of a semester. Except for the initial request which entails no fee, subsequent requests entail a \$1.00 fee which must be enclosed with the request for the transcript. Official transcripts will be sent only to institutions or agencies indicated by the student in his request. Transcripts are not supplied during the periods of registration.

There are no thesis seminar marks. The grade for the thesis is an average of the grades submitted by the official readers of the thesis and appears only on the complete transcript.

Grades earned in Summer Sessions are mailed by the Summer School Office. Such grades are *not transferred automatically* to the records of the Graduate School of Arts and Sciences. Rather, it is the responsibility of each student enrolled in the Graduate School of Arts and Sciences who wishes grades for work done in a Summer Session to appear on his Graduate School record to make arrangements with the Summer School Office to have Summer Session grades sent to the Registrar of the Graduate School of Arts and Sciences.

## **AWARD OF DEGREES**

All graduate school degrees are awarded at the annual June commencement. Those who plan to graduate in June must inform the Registrar no later than April 12. Notices will be sent of deficiencies. Those who finish degree requirements during the school year may request certification of the completion of their degree requirements.

Diplomas are distributed immediately following the completion of the commencement program. While all degree candidates are expected to attend graduation exercises, permission to be absent is granted if requested of the Dean by May 24. Absentee graduates will be mailed diplomas on payment of a \$1.00 service fee, such requests being honored not exceeding one year from the date of graduation. Thereafter, graduation will be indicated by transcripts only, except in the most unusual circumstances.

The name of a graduate will not appear on the official commencement list if all financial and library accounts have not been settled by May 24 preceding graduation; nor will a diploma or transcript be awarded or issued where the fees have not been paid.

Provision is made for summer graduation. Graduate students who have completed all degree requirements by September 1 are eligible to receive the degrees as of that date. There is a graduation fee of twenty dollars. This and all other financial obligations must be paid before the degree is awarded. The diploma and official transcript of grades may be obtained after November 30 at the Graduate Office, Gasson 102. As there are no commencement exercises in September, the names of those receiving degrees at that time will be included in the program of the following June. September graduates are welcome to participate in this June commencement.

## **UNIVERSITY FACILITIES**

The library facilities for graduate study are contained in the Bapst Library and the Science Library, in the libraries of the School of Management and the School of Nursing, and in certain specialized departmental libraries.

Graduate Students are urged to use the facilities of the Placement Bureau (Alumni Hall), the Housing Office (McElroy 233), the University Chaplain's Office (McElroy 141), the Counseling Office (Gasson



114), The Financial Aids Office (Gasson 217), the Foreign Student Office (McElroy 229), and the Military Advisory Office (Gasson 114). Students interested in secretarial employment should contact the Secretarial Personnel Office in Gasson Hall. Graduate students are further urged to acquaint themselves with the Boston College Alumni Association, and to contact the Alumni Secretary in Alumni Hall about membership and activities.

The University maintains a Foreign Student Office in McElroy Commons 229 for the information and assistance of all who are not citizens of the United States. The Foreign Student Office offers service in areas involving academic, language, cultural, social, financial, housing, and immigration questions. All who are interested in international education are encouraged to contact this office for information concerning various international activities on this campus and in the Boston community. The office also makes available reference materials on foreign travel, culture, education, etc.

All international students enrolled in the Graduate School of Arts and Sciences are required to register with the Foreign Student Office at the beginning of each academic term.

## GENERAL FEES AND EXPENSES

### SCHEDULE OF TUITION AND FEES

Application fee (not refundable) .....	\$ 15.00
Registration fee, each semester (not refundable) .....	5.00
Late registration fee, any semester (not refundable) .....	5.00
Tuition per semester hour (includes library fee) .....	70.00
Auditor's tuition, per semester hour for first course .....	70.00
Auditor's tuition, per semester hour for other courses .....	35.00
Laboratory course fee, per semester .....	25.00
Laboratory course fee for Biology, per semester .....	30.00
Laboratory fee for Psychology, per semester .....	25.00
Laboratory research (thesis) fee, per semester .....	10.00
Addition or withdrawal of individual course fee (not refundable) .....	3.00
Each advanced or deferred examination .....	5.00
Transcript of grades fee .....	1.00
Practice Teaching fee (for M.S. in Nursing) .....	150.00
Community psychiatric nursing laboratory fee .....	100.00
Economic Statistics laboratory fee .....	10.00
Continuation fee for Cand. Ph.D. or D.Ed. per semester ...	80.00
Final oral examination for Ph.D. or D.Ed. ....	20.00
Binding fee for Master's thesis (per copy) .....	4.00
Microfilm and binding fee for doctoral thesis .....	35.00
Copyright fee (if copyright is desired) .....	12.00
Graduation fee: Master's degree or certificate .....	20.00
Doctor's degree .....	25.00

The Trustees of Boston College reserve the right to change the rate of tuition and fees whenever such action is deemed necessary.

## PAYMENTS

All tuition and fees are due and payable in full at time of registration.

Payments may be made at the Treasurer's Office, Gasson 100.

Office Hours: Daily 9:00 a.m. to 5:00 p.m.

Please make all checks payable to:

Boston College—Graduate School of Arts and Sciences

## REFUNDS

Fees are not refundable.

Tuition is refundable on withdrawal subject to the following conditions:

- a. NOTICE OF WITHDRAWAL should be made in writing in the Registrar's office, Gasson 102, or by registered mail in extenuating circumstances. In the event of the latter send the letter to:

Registrar  
Graduate School of Arts and Sciences  
BOSTON COLLEGE, Gasson 102  
Chestnut Hill, Massachusetts 02167

- b. The date of receipt of withdrawal will determine the amount of tuition refund.

## SCHEDULE OF REFUNDS

1st or 2nd week .....	80% of tuition charge
3rd week .....	60% of tuition charge
4th week .....	40% of tuition charge
5th week .....	20% of tuition charge

No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

## FELLOWSHIPS AND ASSISTANTSHIPS

A variety of academic awards is available: University fellowships, teaching fellowships, assistantships, research assistantships, traineeships, and various federal fellowships. Application for fellowships should be completed and submitted to the Dean by March 15. Later applications will be accepted, but normally will be considered only if unexpected vacancies occur. The scholastic requirements for obtaining fellowships or assistantships are necessarily more exacting than those for securing simple admission to Graduate School.

## UNIVERSITY FELLOWSHIPS

University Fellowships are available in departments offering the Ph.D. degree. These are non-service awards and provide a stipend of \$2,500 with remission of tuition. Students should contact the specific departments for details.

## TEACHING FELLOWSHIPS

The Graduate School has available a limited number of teaching fellowships. These provide for a stipend of up to \$3,000 with remission of tuition. The stipend is adjusted to the academic qualifications and degrees of the recipient. The teaching fellow, in addition to his graduate program of studies, is responsible for six hours of teaching in the undergraduate colleges.

## ASSISTANTSHIPS

Assistantships are available in most of the departments. Application for assistantships, which will be forwarded upon request, should be returned to the Dean's Office by March 15. Later applications will be received, but prior consideration will be given to those who submit requests and credentials before or on that date. The scholastic requirements for obtaining assistantships are necessarily more exacting than those which might suffice for admission to the Graduate School.

Assistantships are granted on a ten-month basis (September-June), and do not cover the Summer Session. All assistants are expected to supply in-service work averaging 12 hours per week, from early September through the full week prior to commencement. Generally the assistants in natural science departments have their in-service work in the laboratory. However, in these and in most other departments the assistants may be required to grade papers, proctor examinations, and provide academic service to the professional staff. Occasional teaching may be required.

Assistants are full-time graduate students. Consequently, they may not accept any additional commitment of employment without prior consultation with, and permission of, the chairman of the department.

Stipends for assistants range up to \$2,500 with full remission of tuition. Laboratory fees are remitted to science assistants, but they are responsible for other normal Graduate School fees. At the opening of each school year, or at whatever other time an assistantship may be awarded, assistants must report to the Treasurer's Office to fill out personnel cards.

An assistant who relinquishes an assistantship voluntarily must report this matter in writing to the Dean. Assistantships may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

## **RESEARCH ASSISTANTSHIPS**

Research assistantships are available in departments having external research grants, both Federal and private. The stipends are similar but not uniform in the departments. *Holders of research assistantships are responsible for fees and tuition.* Summer research opportunities are also available on some research projects. For further information contact the chairman of the department.

## **PROFESSIONAL NURSE TRAINEESHIPS**

Traineeships from the National Institute of Mental Health, the Office of Vocational Rehabilitation and the Nurse Training Act of 1964 are available to qualified applicants. Funds defray the cost of tuition, fees, and living expenses. Applications and details are available from the Department of Nursing.

## **FEDERAL FELLOWSHIPS AND TRAINEESHIPS**

As of this writing the status of NDEA Title IV Fellowships and NSF Graduate Traineeships is clouded. Commitments for students resuming Fellowships and Traineeships following resignation to enter the Armed Forces will be honored; but there is no certainty that *new* programs in the above will continue. NSF and N.I.H. pre-Doctoral Fellowships exist, but are awarded on a competitive, national basis.

A number of NDEA Title IV Graduate Fellowships have been available to students in doctoral departments. Similarly a number of NSF Graduate Traineeships have been available in the science departments for students with outstanding aptitude and promise.

### **N.B.:**

The Graduate School reserves the right to make changes and additions in its offerings, regulations and charges without extended notices.









# PROGRAM OF INSTRUCTION

## DEPARTMENT OF BIOLOGY (Bi)

The activities and research interests of the Graduate Faculty are as follows: biochemistry—mechanism of enzyme reactions and comparative biochemistry (Bade); radiation biology and experimental embryology—quantitative determinations of melanogenesis (Fimian); bacteriology—factors involved in changes in bacterial fermentation patterns (Gilroy); protein chemistry—amino acid and protein metabolism (Liss); cell physiology—vascular patterns and endocrinology of hibernation (Maynard); biochemistry and photosynthesis—the nature and function of heme-protein in photosynthetic systems (Orlando); biophysical chemistry—the role of metals in nucleic acids and enzymes (Plocke); cell physiology—insulin action (Rieser); immunochemistry—immunochemistry and immunology of antigenic determinants and immunosuppressives (Rule); endocrinology (Solomon); microbiology—regulation of photosynthesis and kinetic studies of allosteric enzymes (Stachow); biochemistry of protozoa—radiation and autoradiographic studies to determine the cell cycle in *Tetrahymena pyriformis*; electron microscopy—ultrastructural changes during division of protozoa (Sullivan); cytogenetics—cytogenetics and chromosome fine structures of maize and its relatives (Ting); genetics—DNA and RNA transformation and neurological mutations (Yoon).

Within the Department there is also a Cancer Research Institute offering opportunities for research for qualified graduate students.

To the general requirements laid down by the Graduate School for admission to the master's and doctorate programs the following are to be added. Those seeking admission to the Master of Science and the Doctor of Philosophy programs in biology must have a strong background in biology, chemistry, and mathematics. The grade in this required work must be B or better. Where an applicant's general average is satisfactory but the number of prerequisites falls short of what has just been set forth, the remaining courses may be made up in the Graduate School.



Before a student formally undertakes studies leading toward the Ph.D. degree, he will be required to take a preliminary examination which will serve to identify the relative strengths and weaknesses in his background. This examination will be administered by a committee composed of three graduate faculty members, who will also serve as a temporary advisory committee for the student in his subsequent program selection and until such time as a permanent mentor has been chosen.

All Ph.D. students must satisfy certain prerequisites in addition to the general requirements for admission to graduate studies in biology. These include: differential and integral calculus, physical chemistry, two semesters of biochemistry. Deficiencies in any of these subject areas may be removed during the course of graduate study.

The Ph.D. program will not require a specific number of graduate credits; however, the requirements as defined in the Graduate School Catalogue under Residence Requirements, will be adhered to.

The M.S. candidates are required to take 30 credit hours including 6 hours for Thesis Research and one seminar course. The Master's degree should include a broad background in the areas of our Departmental offerings. One course must be chosen in biochemistry, genetics, physiology, and microbiology. The level at which the basic courses are to be taken are decided by a special committee. In certain cases two out of the last three areas might be allowed. However, all students must have one biochemistry course at some level of instruction. Ten to twelve hours are the recommended course load for each semester for the first year. Comprehensive Examinations for the Master of Science and Master of Science in Teaching degrees are given in May (for potential June graduates) and in late June (for potential September graduates) for second year students.

While the formal modern language examination is not required, students entering the Department without knowledge of a modern language are required to take two years of a modern language receiving a grade of B or better. Individual professors may demand and test students for proficiency in modern language.

GRE scores—the verbal, quantitative and advanced tests—are required.

## COURSES OF INSTRUCTION

### Bi 221—*BIOCHEMICAL CONTROL MECHANISMS* (3)

Regulation and biochemistry of enzyme, RNA and DNA synthesis. Problems dealing with the kinetics and physical properties of allosteric enzymes will be discussed. Three lectures per week.

Prerequisite: Biochemistry

First semester

Prof. Stachow

### Bi 231—*BACTERIAL PHYSIOLOGY AND METABOLISM* (2)

A study of bacterial organelles, their molecular structure, function, and biosynthesis. Metabolic reactions peculiar to bacteria, viz., fermen-

tations and autotrophic functions are studied. Two lectures per week.  
Prerequisites: Biochemistry and a basic course in bacteriology or consent of the instructor.

First semester

Prof. Gilroy

Bi 233—*LABORATORY IN BACTERIAL PHYSIOLOGY* (2)

Methods of cultivation, observation and differentiation of bacteria are presented. Other experiments include the regulation of cell size and macromolecular synthesis, control by end product inhibition and repression and an analysis of biosynthetic pathways through the use of auxotrophic mutants. One four-hour laboratory period per week. Not required for enrollment in Bi 231.

Prerequisite: Enrollment in Bacterial Physiology (Bi 231).

First semester

Prof. Gilroy

Bi 245-246—*INTRODUCTION TO BIOCHEMISTRY* (4)

The study of the biochemistry of carbohydrates, lipids, nucleic acids, protein, enzymes and coenzymes. Certain aspects of electron transport, bioenergetics, metabolism, gene action, control mechanisms and macromolecular biosynthesis will also be included. Two seventy-five minute lectures and one three-hour laboratory period per week for two semesters.

Prerequisite: Organic chemistry

Both semesters

Profs. Orlando and Stachow

Bi 247—*PROTEIN CHEMISTRY* (4)

Selected topics in the fields of enzymes, proteins and nucleic acids will be covered. Two two-hour lectures per week.

Prerequisite: Biochemistry

First semester

Prof. Liss

Bi 248—*BIOENERGETICS* (3)

Discussion will be centered on some energy-linked reactions of living systems. Accordingly, the enzymatic mechanism of ATP formation will be examined at the substrate level and the electron transport or oxidative phosphorylation level. Also included will be the light dependent synthesis of ATP and pyridine nucleotides by green plants and photosynthetic bacteria. Two lectures per week.

Prerequisite: Biochemistry

Second semester

Prof. Orlando

Bi 250—*STRUCTURE AND FUNCTION OF METABOLITES* (4)

Chemistry and biochemistry of metabolites with examples drawn from various organisms. Reaction mechanisms, metabolite networks, etc., are considered. Two seventy-five minute lectures and one three-hour laboratory period per week. Lab fee: \$30 per semester.

Prerequisites: Bi 145, 146 and Chemistry 31, 32.

Second semester

Prof. Bade

Bi 256—*CELL PHYSIOLOGY*

(4)

Two lectures per week on the structure and functions of the cell membrane, exchange of materials between the cell and its environment, and physical manifestations of energy transduction in axons and muscle fibers. One seminar per week on the regulation of metabolism and of macromolecular synthesis in cells of higher organisms.

Prerequisites: Quantitative analysis, organic chemistry and biochemistry.

Second semester

Prof. Rieser

Bi 257—*HUMAN PHYSIOLOGY*

(FOR NURSES ONLY) (3)

The function of human organs and systems with special emphasis on regulatory mechanisms. Primarily for graduate nurses; others are admitted only with the consent of the instructor. Two lectures per week for two semesters.

Both semesters

Prof. Maynard

Bi 261-262—*GENERAL ENDOCRINOLOGY I, II*

(4, 4)

A study of the phylogenesis of endocrine systems; the embryology, gross and microscopic anatomy of endocrine glands; the biochemical and physiological effects of hormone action including clinical considerations. Lab fee: \$30 per semester.

Prerequisites: Biochemistry, embryology, physiology.

Second semester

Prof. Solomon

Bi 272—*FROM CHROMOSOMES TO GENES*

(4)

Lectures deal with the explanations of genetic consequences in terms of chromosome number, behavior, structure, organization and function. Readings of current publications are emphasized. A term paper is required. Two lectures and one four-hour laboratory period per week for one semester.

Prerequisites: One course in genetics and one in cellular biology or with the consent of the instructor.

Second semester

Prof. Ting

Bi 276—*BIOLOGICAL STATISTICS*

(4)

Probability, chi-square, T-distribution, F-distribution and Poisson distribution are discussed. Also various correlations. Two lecture periods and one four-hour laboratory period per week. Lab fee \$30 per semester.

Second semester

Prof. Yoon

Offered alternate years: 1970-71, 1972-73, etc.

Bi 278—*MOLECULAR BASIS OF HEREDITY*

(4)

A study of recent literature in genetics at molecular level. Gene-enzyme, gene-peptide; gene-DNA-RNA relationships. Replication of



DNA, genetic codes and fine structures of chromosomes are discussed.  
No laboratory. Two two-hour lectures per week.

Prerequisite: Biology 103 or equivalent.

Second semester

Prof. Yoon

Offered alternate years: 1971-72, 1973-74, etc.

Bi 281—*RADIATION BIOLOGY AND  
ISOTOPE METHODOLOGY*

(2)

A study of the types of radiation in the electromagnetic spectrum and unstable isotopes, their physical and photochemical biological reactions, their biological and medical applications, and the precautions necessary for their utilization. Two lectures per week.

First semester

Prof. Fimian

Bi 282—*ADVANCED RADIATION BIOLOGY*

(2)

A study of genetic, embryological and physiological changes occurring in biological systems affected by localized and total-body exposure to ionizing radiation. Two lectures per week.

Prerequisite: Biology 281

Second semester (alternate years)

Prof. Fimian

Bi 283—*LABORATORY IN RADIATION BIOLOGY AND  
ISOTOPE METHODOLOGY*

(2)

One four-hour laboratory period per week. Lab fee: \$30 per semester.

Prerequisite: Biology 281 (prior or concurrently)

First semester

Prof. Fimian

Bi 284—*LABORATORY IN ADVANCED RADIATION  
BIOLOGY*

(2)

One four-hour laboratory period per week. Lab fee \$30 per semester.

Prerequisite: Biology 282 (prior or concurrently)

Second semester (alternate years)

Prof. Fimian

Bi 291—*PROTOZOOLOGY*

(2)

The biochemistry of acetate flagellates and ciliates; the role of light in photosynthesis; DNA and RNA synthesis during cell cycle; the use of vitamins and cofactors by ciliates. Two lectures per week.

First semester

Prof. Sullivan, S.J.

Bi 292—*ELECTRON MICROSCOPY*

(4)

A training course in the physics and mathematics of EM operation, embedding, knife making, sectioning, staining, EM viewing and EM photography. Two lectures and one four-hour laboratory period per week. Lab fee: \$45 per semester.

Prerequisites: Physics, calculus, and consent of instructor.

Second semester

Prof. Sullivan, S.J.

Bi 293—*LABORATORY IN PROTOZOOLOGY* (2)

Growth of protozoa, cell synchrony, bleaching of cells, electrophoresis, and thin-layer chromatography, the effects of radiation (X-ray and UV), growth and enzyme activity, extraction of cell constituents, and radioautography. One four-hour laboratory period per week. Lab fee: \$30 per semester.

First semester

Prof. Sullivan, S.J.

Bi 295—*BIOPHYSICAL CHEMISTRY* (2)

Lectures in the properties and functional interrelationships of biologically significant macromolecules, with emphasis on physical methods of determining structure. X-ray diffraction, ultracentrifugation, light scattering, viscosity and optical rotation will be considered in detail. The correlation of composition, structure and function will be investigated for a few important biological systems.

Prerequisites: Calculus and physics

First semester

Prof. Plocke, S.J.

Bi 297—*LABORATORY IN BIOPHYSICAL CHEMISTRY* (2)

Laboratory exercises and projects designed to be performed in conjunction with Bi 295. One four-hour laboratory period per week. Lab fee: \$30 per semester.

First semester

Prof. Plocke, S.J.

Bi 299—*READINGS AND RESEARCH*

By arrangement

THE DEPARTMENT

Bi 301—*THESIS SEMINAR* (3, 3)

A research problem for M.S. candidates of an original nature under the direction of a member of the staff. Lab fee: \$30 per semester.

By arrangement

THE DEPARTMENT

Bi 303-304—*CURRENT TRENDS IN MODERN BIOLOGY* (3, 3)

An experimental analysis of the patterns of growth and development in cells, in the biochemistry of cell division, and in cellular regulatory mechanisms.

Prerequisite: Biology 245

Both semesters

THE DEPARTMENT

Bi 305—*THESIS DIRECTION* (2 points)

A two-point non-credit course. Lab fee: \$20 per semester, where laboratory is used.

By arrangement

THE DEPARTMENT

Bi 306—*SEMINAR IN BACTERIAL METABOLISM* (1)

Special topics in Bacterial Metabolism.

First semester

Prof. Orlando

Offered 1971-72, 1974-75, etc.

Bi 307—*SEMINAR ON METABOLIC INTERRELATIONS* (1)

A study of metabolism on the cellular, tissue, and organism levels.

First semester

Prof. Orlando

Offered 1971-72, 1974-75, etc.

Bi 308—*SEMINAR IN CYTOGENETICS* (1)

Discussions on current developments in cytogenetics. One meeting per week.

Prerequisites: One course each in cytology and genetics or with the consent of the instructor.

Second semester

Prof. Ting

Offered 1970-71, 1973-74, etc.

Bi 309—*SEMINAR ON MODERN SCIENTIFIC AND PHILOSOPHIC ASPECTS OF EVOLUTION* (2)

An examination of the varied philosophies of evolutionism. DeCharadinian evolution will also be discussed.

First semester

Prof. Sullivan, S.J.

Offered 1970-71, 1973-74, etc.

Bi 310—*SEMINAR ON THE FUNCTIONAL ROLE OF METALS IN BIOLOGICAL SYSTEMS* (1)

A study of the role of metals in proteins and nucleic acids, with emphasis on structure-function interrelationships.

Prerequisite: Biology 295 or its equivalent.

Second semester

Prof. Plocke, S.J.

Offered 1970-71, 1973-74, etc.

Bi 311—*SEMINAR IN NEURO-ENDOCRINOLOGY* (1)

A review of recent advances in the physiology of endocrine systems in invertebrates and vertebrates.

First semester

Prof. Maynard

Offered 1969-70, 1972-73, etc.

Bi 313—*SEMINAR IN RADIATION BIOLOGY* (1)

Modern aspects and research in biological mechanism effected by total body and localized exposure to ionizing radiation.

Prerequisite: Biology 281

First semester

Prof. Fimian

Offered 1970-71, 1973-74, etc.

Bi 314—*SEMINAR IN COMPARATIVE BIOCHEMISTRY* (1)

An examination of biochemical solutions to problems posed by evolution, by adaptation to particular environmental niches, and by the difference in tasks performed by various organs of the same organism.

Prerequisite: Consent of the instructor

Second semester

Prof. Bade

Offered 1969-70, 1972-73, etc.



Bi 315—*SEMINAR IN THE CELL PHYSIOLOGY OF DEVELOPMENT* (1)

An introduction to developmental biology at the cellular level.

First semester

Prof. Rieser

Offered 1971-72, 1974-75, etc.

Bi 316—*SEMINAR IN HEREDITY* (1)

Discussion of current topics in genetics.

Second semester

Prof. Yoon

Offered 1971-72, 1974-75, etc.

Bi 317—*SEMINAR ON THE STRUCTURE AND FUNCTION OF MACROMOLECULES* (1)

The manner in which the primary, secondary, and tertiary structures of biologically active substances affects the mode of action and total range of activities.

First semester

Prof. Rule

Offered 1969-70, 1972-73, etc.

Bi 318—*SEMINAR ON ADVANCES IN MOLECULAR BIOLOGY* (1)

Biochemical and biophysical aspects of cellular activities.

Second semester

THE DEPARTMENT

Offered 1969-70, 1972-73, etc.

Bi 320—*SEMINAR IN MOLECULAR BIOLOGY AND GENETICS OF BACTERIOPHAGE* (2)

Study of recent advances in bacteriophage, genetics and replication.

Second semester

Prof. Stachow

Offered 1969-70, 1972-73, etc.

Bi 321—*SEMINAR IN ENDOCRINOLOGY* (2)

Study of recent advances in Endocrinology

First semester

Prof. Solomon

Offered 1970-71

Bi 360—*THESIS COLLOQUIUM*

Discussions on recent development in cellular biology as related to ongoing research within the department. One hour per week. Compulsory attendance for all first year graduate students. No academic credit and no financial charge.

Both semesters

Prof. Rule

Bi 500—*DOCTORAL CONTINUATION*

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing in-

formally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80. Doctoral candidates who fail to enroll at the time of registration will be billed.

## **FACULTY**

### **DEPARTMENT OF BIOLOGY (Bi)**

*Professors:* William D. Sullivan, Yu-chen Ting, Chai H. Yoon.

*Associate Professors:* Walter J. Fimian, Jr., James J. Gilroy, Maurice Liss, Francis L. Maynard (Acting Chairman), Joseph A. Orlando, Peter Riser, Chester S. Stachow.

*Assistant Professors:* Maria L. Bade, Donald J. Plocke, S.J., Allyn H. Rule.\*

*Lecturer:* Jolane Solomon

\*Leave of Absence 1970–1971, 1971–1972

### **DEPARTMENT OF CHEMISTRY (Ch)**

The Department of Chemistry offers courses leading to the degrees of Doctor of Philosophy and Master of Science in organic chemistry, physical chemistry, inorganic chemistry and analytical chemistry. The Master's degree is intended as a terminal degree.

The Department of Chemistry cooperates with the Department of Education in the Master of Science in Teaching (M.S.T.) program.

The Ph.D. thesis, based upon original research, is the core of the Ph.D. program. An advanced chemistry curriculum, usually satisfied in two semesters, is offered to provide the Master and Doctoral student breadth in the major branches of chemistry. Formal courses may be waived in areas of demonstrated proficiency as revealed by examination on entry.

A large selection of courses is offered in specialized branches of chemistry. Depending on the student's interest and preparation, chemistry courses may be supplemented by offerings of the mathematics, physics, geology and geophysics, and biology departments. A program of regular and informal seminars is conducted by the staff and students, focusing upon current research and recent developments in the field. Internal seminars are supplemented by colloquia featuring scientists from other universities.

The graduate enrollment is limited to 80 students to insure adequate research and study facilities and a high degree of personalized attention by the staff. Research laboratories are equipped with a variety of modern research equipment and offer expert glass blowing and machine shop services.

Highly qualified first-year graduate students are eligible for teaching assistantship awards. In subsequent years, research fellowships are available to assist qualified doctoral students to engage in full-time research and study. Some summer research fellowships are also available for students in good standing.

Within the four disciplines, the student may elect research work in physical and synthetic organic chemistry, theoretical chemistry, photochemistry, nuclear and radiochemistry, electrochemistry, reaction kinetics, inorganic and organic fluorine chemistry and other specialized branches. Interdisciplinary programs with the biology, physics, geology and geophysics, or mathematics departments may be arranged.

Detailed requirements for degree candidates are to be found in the Graduate School and departmental regulations.

All entering graduate students are required to take the Qualifying Examination, demonstrating mastery of the fundamentals of chemistry.

Ph.D. candidates are required to pass the Qualifying Examination no later than at the end of the first year. The Qualifying Examinations are administered in September, January, and May. The Ph.D. Comprehensive Examination will consist of a series of cumulative examinations which test the student's mature development in his major field of interest and his critical awareness and understanding of the current literature. A satisfactory performance in the cumulative examination, within the time limits established in the departmental regulations, is required for the Ph.D. An oral defense of the Ph.D. dissertation culminates the student's doctoral preparation.

The language requirement for the Ph.D. consists of German and one other language commonly used in the scientific literature. The language requirement for the M.S. is German. These examinations must be successfully passed before the student is formally admitted to candidacy.

For the M.S. degree a total of 24 semester hours of course work plus 6 semester hours for a thesis based on original research is required. An oral comprehensive examination completes the requirements for the M.S. degree.

The M.S.T. degree is normally awarded without thesis. A minimum of 15 semester hours of graduate chemistry courses must be satisfactorily completed. For details see general requirements of the Graduate School.

## COURSES OF INSTRUCTION

Courses numbered below 200 are open to advanced undergraduates with approval. All courses (except CH 102) require previous courses in organic, analytical and physical chemistry as prerequisites.

### CH 102—CHEMISTRY AND THE ENVIRONMENT (3)

A seminar course which includes the following topics: Major industrial processes and the sources of raw materials; photochemical



reactions in the atmosphere; physical and chemical properties of air particulates; toxicological properties of the metals.

Minimum enrollment, 20 students

Prerequisite: a previous college course in chemistry

Second semester

THE DEPARTMENT

CH 121—*METHODS OF THEORETICAL CHEMISTRY* (3)

A mathematical and physical preparation for quantum and statistical mechanics.

First semester

Prof. Lin

CH 123—*ELECTROCHEMISTRY* (3)

The theory of electrolysis and the galvanic cell. Faraday's Laws, conductance and transference of solution. The free energy of electrochemical reactions. The measurement of pH. The chemical nature of strong and weak electrolytes. Irreversible phenomena; polarization and over-voltage.

Second semester

Prof. de Bethune

To be offered 1971–1972

CH 124—*CHEMICAL THERMODYNAMICS* (3)

The first and second laws of thermodynamics. Entropy and free energy, equilibrium, phase rule, phase diagram and activities. Third law and Nernst Theorem.

First semester

Prof. Lin

CH 125—*CHEMICAL KINETICS AND MECHANISMS* (3)

Collision and transition state theory relating to chemical rate processes. Kinetics and mechanisms of reaction in homogeneous solution. Fast reactions and mechanism of flames.

Second semester

To be announced

To be offered 1971–1972

CH 126—*INTRODUCTION TO STATISTICAL MECHANICS* (3)

An introduction to statistical mechanics and its application to problems of chemical interest.

First semester

Prof. Valance

CH 127—*INTRODUCTION TO QUANTUM MECHANICS* (3)

An introduction to quantum mechanics and its application to problems of chemical interest.

Second semester

Prof. Pan

CH 129—*CHEMICAL SPECTROSCOPY* (3)

Spectra of atoms and molecules. Theoretical determination of energies and structures. Application of quantum mechanics to spectroscopic models.

Second semester

Prof. Subrahmanyam

CH 143—*BIOCHEMISTRY*

(3)

A detailed study of amino acids and proteins, fats, carbohydrates, enzymes and vitamins, the intermediate metabolism of these compounds and the recent theories relative to the chemistry of the living cell.

Second semester

Prof. McCarthy

CH 151—*ADVANCED ORGANIC CHEMISTRY*

(3)

A detailed discussion of structure and mechanism in organic chemistry. Stereochemistry, spectral data interpretation, intermediates (carbonium ions, carbenes and radicals) and orbital symmetry correlations are considered.

First semester

Prof. Maltz

CH 158—*ADVANCED ORGANIC SYNTHESIS: LABORATORY*

(2)

Methods, techniques, and reactions used in the preparation of organic compounds that offer more than usual difficulty. Two laboratory periods per week.

Second semester

Prof. Bornstein

CH 165—*ADVANCED ANALYTICAL CHEMISTRY*

(4)

A consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared and NMR spectrometry, x-ray methods, mass spectrometry, electroanalytical methods and gas chromatography. Application of these techniques to problems of chemical analysis, and to the determination of structures of inorganic and organic molecules. Three lectures and one 4-hour laboratory per week.

Second semester

Prof. Billo

CH 185—*PHYSICAL CHEMISTRY LABORATORY*

(4)

An introduction to experimental methods for obtaining physical chemical data. Experiments are selected to illustrate basic principles of physical chemistry. Two lectures and six hours laboratory per week.

First semester

Prof. MacLean, S.J.

CH 187—*QUANTUM CHEMISTRY & MOLECULAR  
STRUCTURE*

(3)

A discussion of current theories of bonding based on a wave mechanical interpretation. Application of valence-bond and molecular orbital theories and group theory to chemical systems. Derivation of chemical information from wave functions.

Second semester

Prof. Pan

CH 189—*NUCLEAR AND RADIOCHEMISTRY*

(3)

The theory and practice of radiochemistry including a review of radiochemical techniques and their applications. Emphasis is placed on using nuclear and radiochemical methods in the solutions of problems relating to the environment.

First semester

Prof. Russell

- CH 191—*PRINCIPLES OF INORGANIC CHEMISTRY (I)* (3)  
 An introduction to the chemistry of the lighter elements, emphasizing the descriptive chemistry and periodic relationships.  
 First semester Prof. Julia
- CH 192—*PRINCIPLES OF INORGANIC CHEMISTRY (II)* (3)  
 A detailed treatment of the bonding in inorganic chemistry with emphasis on the transition metals, including their descriptive chemistry.  
 Prerequisite: CH 191  
 Second semester Prof. Billo  
 To be offered 1971–1972
- CH 224—*THERMODYNAMICS OF IRREVERSIBLE PROCESSES* (3)  
 Entropy production and energy dissipation in irreversible processes. Thermodynamic forces and fluxes. Application to heat flow, fluid flow, diffusion, chemical reaction, electrical, electrochemical and biological transports.  
 Second semester Prof. Lin
- CH 226—*STATISTICAL MECHANICS* (3)  
 Equilibrium and non-equilibrium theory of statistical mechanics. Selected applications to non-ideal gases, liquids, ionic solutions, condensation theory and chemical reactions.  
 Second semester Prof. Lin
- CH 227—*QUANTUM MECHANICS* (3)  
 Accurate methods of atomic and molecular calculations, angular momentum operators and multiplet theory, Dirac's theory of the electron spin, magnetic behavior of complex atoms and molecules, radiation transition probabilities, many electron correlation problems.  
 First semester Prof. Pan
- CH 228—*THE CHEMISTRY OF FLAMES AND SHOCK WAVES* (3)  
 A survey of the chemical and physical nature of flames and their uses. The theory of flame propagation and experimental techniques for studying flames. The theory of shock waves and their application to the study of fast reaction kinetics.  
 Second semester Prof. MacLean, S.J.
- CH 238—*RECENT ADVANCES IN ORGANIC CHEMISTRY* (3)  
 A survey of the most important current and recent fields of research in theoretical and synthetic organic chemistry.  
 First semester Prof. Vogel
- CH 240—*CHEMISTRY OF ORGANOSILICON AND SULFUR COMPOUNDS* (3)  
 A general survey of the development of organosilicon and sulfur chemistry. Recent advances in the chemistry of these areas will be stressed.  
 Second semester Prof. Bennett



CH 252—*NATURAL PRODUCTS* (3)

A survey of the chemistry of naturally-occurring substances such as steroids, terpenes and alkaloids. The structure determination, synthesis and biosynthesis of representative molecules will be discussed.

Second semester

Prof. Kelly

To be offered 1971-1972

CH 253—*CHEMISTRY OF FLUORINE COMPOUNDS* (3)

A general survey of the development of the chemistry of fluorine. Recent advances in the chemistry of organic fluorine compounds is stressed.

First semester

Prof. Bornstein

To be offered 1971-1972

CH 257—*ADVANCED ORGANIC SYNTHESIS: LECTURE* (3)

The most useful reactions of organic chemistry will be discussed in detail and practical applications made.

Second semester

Prof. Bornstein

CH 271—*THEORY OF ORGANIC CHEMISTRY* (3)

A physical chemical approach to organic chemistry. The principles of thermodynamics and classical and wave mechanics will be applied to the discussion of structure-reactivity relationships.

First semester

Prof. Sardella

CH 287—*GROUP THEORY WITH APPLICATION TO QUANTUM CHEMISTRY* (3)

Abstract group theory, the theory of group representation, Schur's lemma and characters, the rotational group and angular momentum, applications to atomic spectra, molecular vibrations and ligand field theory.

Second semester

Prof. Pan

To be offered 1971-1972

CH 288-289—*TOPICS IN ADVANCED PHYSICAL CHEMISTRY I, II* (3, 3)

Selected topics of current interest in research fields of physical chemistry will be discussed.

Both semesters

To be announced

CH 291—*THE CHEMISTRY OF THE METALLIC ELEMENTS* (3)

A searching and detailed study of the recent chemistry of the metallic elements emphasizing the structural aspects and bonding obtained in such systems using examples from the current literature.

First semester

Prof. Julia

CH 292—*PHYSICAL METHODS IN INORGANIC CHEMISTRY* (3)

An introduction to the various techniques used for the synthesis and determination of the structure and properties of inorganic compounds including diffraction and spectroscopic methods. One lecture and six hours laboratory per week.

Second semester

Prof. O'Malley and Staff

CH 299—*READING AND RESEARCH*

(2 or more credits, by arrangement)

A course required of Ph.D. matriculates for each semester on research. There is a laboratory research (thesis) fee of \$10 per semester hour.

By arrangement

THE DEPARTMENT

CH 301—*THESIS SEMINAR*

(3, 3)

A research problem, requiring a thorough literature search, and an original investigation under the guidance of a faculty member. There is a laboratory research (thesis) fee of \$10 per semester hour.

By arrangement

THE DEPARTMENT

CH 305—*THESIS DIRECTION*

(2 points)

A two-point non-credit course for M.S. candidates who do not complete their thesis in CH 301. There is a laboratory fee of \$10 per point.

By arrangement

THE DEPARTMENT

CH 309—*SPECIAL PROBLEMS* (2 or more credits, by arrangement)

Directed research or the study of a special chemical problem.

Admission by permission only.

Both semesters

THE DEPARTMENT

CH 310-311—*DEPARTMENTAL SEMINAR I, II*

(1 point each semester)

Discussion of current research topics. This non-credit course is required of all students matriculated for the M.S. and/or Ph.D.

Both semesters

THE DEPARTMENT

CH 500—*DOCTORAL CONTINUATION*

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

**FACULTY**  
**DEPARTMENT OF CHEMISTRY (CH)**

*Professors:* Andre J. de Bethune, Joseph Bornstein, George Vogel.

*Associate Professors:* O. Francis Bennett, Jeong-long Lin, Donald I. MacLean, S.J., Timothy E. McCarthy, Robert F. O'Malley, Yuh-kang Pan, Irving J. Russell (Chairman).

*Assistant Professors:* E. Joseph Billo, Theodore Julia, T. Ross Kelly, Henry Maltz, Dennis J. Sardella, Vishubhotla Subrahmanyam, John R. Trzaska, S.J., William Valance.

**DEPARTMENT OF CLASSICAL STUDIES (Cs)**

The department grants an M.A. degree in Latin, or Greek, or Latin and Greek. The degree can be obtained in either of two ways: (1) by twenty-four credits in course work, plus a thesis; or (2) by thirty credits in course work without a thesis. All new candidates will be required to complete a departmental reading list in Latin authors, or Greek authors, or both, depending on the type of degree sought. Finally, there will be examinations, both written and oral, consisting of translations from the authors on the prescribed reading list, questions on the content of the candidate's course work and on the general history of Latin and/or Greek literature, and on the thesis, if a thesis is offered in partial fulfillment of the requirements.

Language requirement: A candidate will have to show ability to read French or German, or, by exception Spanish or Italian. The reading ability will be tested by the Department.

**COURSES OF INSTRUCTION**

Cl 209-(Hs 209)—*HISTORY OF ROME*

Cl 210-(Hs 210)

1. Survey of Rome's rise to world domination. Politics and personalities in the Republic. Emphasis on original sources of knowledge. Readings in Roman historians (in translation or in Latin by arrangement). Two papers on specific historical problems.  
(First Semester)

II. The Roman Empire from Augustus to Constantine. Emphasis: The Principate, the decline and fall of the Empire, Early Christianity in its historical setting. Readings in original sources (see above) and two problem papers.

M., W., F., 3:00 (Second Semester)

Professor Gill



Cl 213-H—*HOMER AND THE BRONZE AGE*

Cl 214-H

A seminar using archaeological materials and the Homeric epics so far as they are applicable, in understanding the history and civilization of the Greeks from the time of their arrival in Greece to the destruction of the Minoan-Mycenaean civilization. Greek not required.

By arrangement (Fall and Spring Semesters)

Professor Dow

Cl 220—*OVID AMORES*

Text: The Oxford edition of the *Amores* by Kenny. Commentary will be supplied. Objective: the acquisition of a facility to read Latin elegiac poetry as well as some understanding of this genre in Rome and of the contributions made by Ovid.

M., W., F., 3:00 (Fall Semester)

Professor Bushala

Cl 221—*HORACE ODES*

A reading of all the *Odes*. Emphasis on the poems as specifically Roman literary creations. Metrics will be taught, but not unduly stressed.

M., W., F., 3:00 (Spring Semester)

Professor Renehan

Cl 222—*VIRGIL: AENEID*

The primary purpose of this course will be the intensive reading of the first six books of the *Aeneid*. Recent critical writing will be examined. Procedure: lecture, translation, free discussion, reports.

Wednesday 4:30–6:15 (Fall Semester)

Professor Bushala

Cl 224—*LIVY*

Emphasis will be primarily on acquiring facility in reading and understanding the Latin text. Selections will be chosen with a view to illustrating the growth of Rome. No paper, but some exercise in Latin composition.

T., Th., 3:00 (Fall Semester)

Professor Gill

Cl 225—*CAESAR—CIVIL WAR*

Reading of the entire text with reference to the history of the period (mid-first century B.C.) and complementary sources. No paper, but some exercises in Latin composition.

T., Th., 3:00 (Spring Semester)

Professor Gill

Cl 245—*PLATO: THE LATER PERIOD*

Cl 246

Reading (in translation) and discussion, of the Dialogues subsequent to *Republic*, from *Theaetetus* to *Laws*. Special provision will be made for those who wish to read Plato's Greek.

By arrangement (Fall and Spring Semesters)

Professor Maguire

Cl 249—GREEK AND ROMAN PHILOSOPHY AFTER

Cl 250 ARISTOTLE II

The basic text will be the Greek selections gathered in Book VI of C. J. deVogel's *Greek Philosophy*, vol. III. They cover the period from the revival of Pythagoreanism in the first century B.C. through Plotinus, and other neo-Platonists to the closing of the Academy in 529 A.D.

By arrangement (Fall and Spring Semesters)

Profesor Maguire

Cl 253—AESCHYLUS

Cl 254

A careful reading of the entire Greek text.

M., W., F., 1:00 (Fall and Spring Semesters)

Professor Thayer

Cl 259—HOMER

Cl 260

A careful reading of the entire Greek text.

By arrangement (Fall and Spring Semesters)

Professor Thayer

Cl 267—XENOPHON ANABASIS

This course will combine extensive reading with historical studies emphasizing method and habit. Effort will be directed to the understanding of events as well as of Xenophon as an historian and as a person. May be read in translation or in the original Greek.

By arrangement (Spring Semester)

Professor Dow

Cl 270—CICERO: DE NATURA DEORUM

Cl 271

A reading of the dialogue in Latin, with careful attention to the technical philosophic and religious language; and then a reading of some other Latin texts of 'god talk' up to the *Octavius* of Minucius Felix.

T., 4:30 (Fall and Spring Semesters)

Professor O'Malley

Cl 280 (Th. 226)—AUGUSTINE: CITY OF GOD

Cl 281

Essential selections from this major work of Augustine's will be read in Latin, and will serve as an introduction to the life and thought of St. Augustine. The language, sources, structure and apologetic method will be studied, and special attention will be paid to Augustine's concept of the church, his philosophy (theology) of history, and his concept of time, which will be compared with the concept of time in the *Confessions*. Latin required.

By arrangement (Fall and Spring Semesters)

Professor Schatkin

C1 282 (Th. 120)—*THE LETTERS OF GREGORY OF NAZIANZUS*

C1 283

The course will study the Greek text of the letters of St. Gregory of Nazianzus, one of the three great Cappadocian fathers of the fourth century, in the new edition of Paul Gallay. The manuscript tradition of the letters, their language and literary style will be studied. The content of the letters will serve as an introduction to the life and times of Gregory and his contemporaries, and their ideals of the Christian life. Finally, the letters will exemplify the Christian humanism of Gregory of Nazianzus, and the humanistic culture of the fourth century. Knowledge of Greek is required.

By arrangement (Fall and Spring Semesters)

Professor Schatkin

C1 290—*PROSEMINAR IN CLASSICAL PHILOLOGY*

This course is intended to introduce students to the principles of philology. Students will learn to read and collate Greek manuscripts, apply the principles of textual criticism, and discover something of the history of classical scholarship. The elegies of Theognis (*inter alia*) will be used as a specimen text. Knowledge of Greek is required.

Wed., 4:30–6:15 (Fall Semester)

Professor Renchan

**FACULTY**

**DEPARTMENT OF CLASSICAL STUDIES (Cs)**

*Professor:* Joseph P. Maguire

*Associate Professors:* Eugene W. Bushala, Thomas P. O'Malley, S. J.,  
Robert Renehan, (Acting Chairman)

*Assistant Professors:* David H. Gill, S. J., Carl J. Thayer, S. J.

*Visiting University*

*Professor of the History*

*and*

*Civilization of Greece:* Sterling Dow

**DEPARTMENT OF ECONOMICS (Ec)**

**INFORMATION AND APPLICATION PROCEDURES**

Requests for application blanks for admission and graduate assistantships should be addressed to the Chairman of the Economics Department, Boston College, Chestnut Hill, Massachusetts 02167. Applications for graduate assistantships and teaching fellowships are due not later than March 15, 1971.

For further information on assistantships and teaching fellowships write to Professor Michael Mann, Chairman, Department of Economics, Boston College, Chestnut Hill, Massachusetts 02167.

All applicants for admission, assistantships, and teaching fellowships must take the verbal, mathematical, and economics graduate record exams no later than January 1971 and have the scores sent to Boston College.



## **GRADUATE ASSISTANTSHIPS AND TEACHING FELLOWSHIPS**

The department offers each year about ten graduate assistantships to beginning students. These assistantships carry stipends ranging up to \$2600 per year, with remission of tuition. Assistants carry a full graduate program and are responsible for ten hours a week of department assignments during a ten-month period.

Students who continue in the doctoral program normally may expect to receive a graduate assistantship for their second full year of graduate work and a teaching fellowship in their third year.

The department offers a number of teaching fellowships carrying stipends of \$3000 the first year and \$3200 the second year of teaching, with remission of tuition. Teaching fellows are responsible for six hours a week in elementary sections. Normally two full years of graduate work must be completed before appointment.

## **DOCTORAL DISSERTATION FELLOWSHIP**

The department also offers a university doctoral dissertation fellowship. Applications for the doctoral fellowship are accepted from students in the graduate school at Boston College who will have completed their doctoral comprehensive examinations before the end of the academic year. Applications are due on January 1, 1971. The fellowship is awarded to the candidate on the basis of the student's overall record in the graduate school and the doctoral dissertation project submitted by the applicant. The fellowship carries a stipend of \$2500 plus remission of tuition.

## **DOCTORAL PROGRAM**

The Economics Department has one main graduate program which is the doctoral program. Students are not admitted to graduate work in Economics if their objective is an MA degree in Economics. All applicants for admission to the doctoral program must take the Graduate Record Examinations—both the Aptitude Test and the Advanced Test in Economics. Except in very special cases only students planning to do full time graduate work are accepted in the doctoral program.

Students in the doctoral program are normally required to take the full first year program as described in Section I below; this four course program includes two semesters of Micro Theory, two semesters of Macro Theory, two semesters of Mathematics for Economists and two semesters of Statistics (either Ec 222b or Ec 222s in the second semester). In the second year of the doctoral program students elect courses from those listed below in Section II Advanced Courses. These courses normally have as prerequisites the completion of the full first year program or its equivalent. This is not the case for the courses in Labor and Consumer Economics.

Students in the doctoral program are normally expected to achieve a B+ average in their course work.

The requirements for the Ph.D. include a minimum of 48 credits in

Economics, six course credits in Mathematics for Economists, one year of residence as a full time student, a comprehensive examination, a dissertation, and an oral examination on the special dissertation field.

A doctoral candidate must offer four fields. Of the 4 fields offered one field must be Economic Theory; the 3 other fields must be chosen by the candidate from the following list of fields offered: Advanced Theory, Econometrics, Economic History, Money and Banking, Fiscal Economics, Industrial Organization, International Trade and Finance, Soviet Economics and Comparative Systems, Economic Development, Urban Economics, Labor, and Consumer Economics. The 6 course credits in Mathematics for Economists and the 6 course credits in Statistics are required but are not considered as fields. The doctoral candidate will be examined in a comprehensive examination on 4 fields, one of which must be Economic Theory.

A doctoral candidate is required to write a dissertation and to pass an oral examination on the dissertation and the field in which the dissertation is written.

Doctoral candidates are normally required to take either Ec 231 or Ec 235.

## MASTER'S DEGREE PROGRAM

While no students are admitted as MA candidates, MA degrees may be granted to doctoral program students in the course of their doctoral program work. Also, students dropping out of the doctoral program may complete the requirements for an MA degree.

The requirements for the MA degree include 30 hours of course and/or thesis credits. A student has the option of taking 24 course credits and writing a 6 credit thesis or taking 30 course credits. In addition to the 30 credits, a comprehensive exam in graduate course work is required. The following courses are required of all MA candidates: Ec 207a, Ec 208a, and Ec 221. The departmental comprehensive examination is oral; the student is required to present 3 fields of which one must be Theory and the other either Statistics or Economic History. The student can normally complete the requirements for the MA in one calendar year.

## COURSES OF INSTRUCTION FIRST YEAR PROGRAM

### SECTION I

#### THEORY

Ec 207a—*ECONOMIC THEORY—MICRO-ECONOMICS* (3)

Theory of production; equilibrium of the firm and the industry; market structures, the pricing of factors of production.

M., F., 2:00–3:15 (1st sem.)

Prof. Lewis

Ec 207b—*ECONOMIC THEORY—MICRO-ECONOMICS* (3)

Analysis of consumer behavior; general equilibrium analysis; and introduction to welfare economics; input-output and linear programming models.

Prerequisite Ec 207a or its equivalent.

M., F., 2:00–3:15 (2nd sem.)

Prof. Lewis

Ec 208a—*ECONOMIC THEORY—MACRO-ECONOMICS* (3)

Analysis of the classical and Keynesian aggregative systems; post-Keynesian developments in the analysis of the consumption, investment, and liquidity preference functions.

T., 4:00–6:00 (1st sem.)

Prof. Harris

Ec 208b—*ECONOMIC THEORY—MACRO-ECONOMICS* (3)

Introduction to macro-dynamics; selected post-Keynesian cycle and growth models.

Prerequisite Ec 208a or its equivalent.

T., 4:00–6:00 (2nd sem.)

Prof. Harris

## MATHEMATICS FOR ECONOMISTS

Ec 223a—*MATHEMATICS FOR ECONOMISTS I* (3)

1—Introductory analysis of real valued functions of one variable: function concept, limits, derivatives, maxima and minima, integrals, logarithmic and exponential functions. 2—Arithmetic of matrices and determinants. 3—Elementary economic applications.

T., Th., 9:00–10:30 (1st sem.)

Prof. Vandendorpe

Ec 223b—*MATHEMATICS FOR ECONOMISTS II* (3)

1—Calculus of vector functions treating (a) differential calculus: partial derivatives, jacobians, differentials, maxima and minima of functions of several variables, Lagrange multipliers, implicit and inverse function theorem and (b) integral calculus: multiple and iterated integrals. 2—Linear algebra; theory of linear spaces and linear transformations. 3—Difference and differential equations. 4—Applications in mathematical economics.

Prerequisite 223a or its equivalent.

T., Th., 9:00–10:30 (2nd sem.)

Prof. Vandendorpe

## STATISTICS

Ec 221—*STATISTICAL INFERENCE* (3)

Elementary set and measure theory, probability, joint, marginal and conditional and continuous distributions, moments, sampling distributions, point estimation, small sample properties of estimators, interval estimation, tests of hypotheses.

W., 2:00–4:00 (1st sem.)

Prof. Scheffman



Ec 222b—*STATISTICS—REGRESSION ANALYSIS* (3)

Review of probability and statistical inference, regression analysis, econometric problems and techniques. Designed to enable students to interpret quantitative results and to recognize problems in their own quantitative work.

W., 2:00–4:00 (2nd sem.)

Prof. Beggs

Ec 222s—*ADVANCED STATISTICS* (3)

Multivariate distributions and moments, analysis of variance and covariance, confidence regions, principle components, factors, regression, asymptotic distributions, asymptotic properties of point estimators, stochastic process, series analysis.

W., 2:00–4:00 (2nd sem.)

Prof. Scheffman

## SECTION II

### ADVANCED COURSES

(The courses listed in this section as advanced courses normally have as prerequisites completion of the first year program or its equivalent in addition to any specific prerequisite listed under the title of the course. The courses in Labor and Consumer Economics are exceptions to this rule; they may be taken by students from other disciplines and schools.)

### ADVANCED THEORY

Ec 209—*ECONOMIC THEORY—ADVANCED  
MICRO-ECONOMICS* (3)

Advanced seminar devoted to the analysis of special problems, and recent developments in the field of micro-economics.

By arrangement (1st sem.)

Prof. Vandendorpe

Ec 210—*ECONOMIC THEORY—ADVANCED  
MACRO-ECONOMICS* (3)

Advanced seminar devoted to the analysis of special problems and recent developments in the field of macro-economics.

By arrangement (2nd sem.)

Prof. Vandendorpe

Ec 211—*MACROECONOMIC MODELS FOR FORECASTING AND  
POLICY* (3)

Empirical work on macroeconomic models surveyed; forecasting with these models; alternative/complementary forecasting techniques; principles of forecast evaluation and "the record"; policy analysis and formulation with formal econometric models.

W., 2:00–4:00

Prof. Beggs

Valuation of assets, rates of return, cost of capital, risk and portfolio choice, the firm's investment decision, and special problems in investment such as human capital, the public sector, the tax structure, and the growth of conglomerates.

Not offered 1970-71, offered 1971-72.

Prof. Petersen

## ECONOMETRICS

### Ec 225—*ECONOMETRICS I*

(3)

Introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables and other single equation problems will be discussed in this context.

W., F., 11:00-12:15 (1st sem.)

Prof. Duffy

### Ec 226—*ECONOMETRICS II*

(3)

Continuation of material of Ec 225. A development of estimation in the general stochastic model and in systems of simultaneous linear equations.

Prerequisite; Ec 225.

W., F., 11:00-12:15 (2nd sem.)

Prof. Duffy

## ECONOMIC HISTORY

### Ec 231—*COMPARATIVE ECONOMIC HISTORY*

(3)

This course analyzes various theoretically and empirically significant aspects of economic history. Current economic theories will be analyzed using evidence drawn from economic history. Emphasis will be placed upon comparative examination of quantitative evidence following industrialization of England, Germany, and France.

Not offered 1970-71, offered 1971-72.

Prof. Yamamura

### Ec 235—*ASIAN ECONOMIC DEVELOPMENT AND HISTORY*

(3)

For the period between 1850 and the present, theoretically and empirically significant aspects (impact of historical institutions, absorptions of modern technology and economic organization, patterns of capital formation and other quantitatively observable data, introduction of various types of government control and planning) of the economic growth of China, Japan, and selected Southeast Asian nations will be examined.

Not offered 1970-71, offered 1971-72.

Prof. Yamamura

## MONEY AND BANKING

### Ec 261a—*MONETARY AND PORTFOLIO THEORY*

(3)

Money and the United States monetary system; portfolio allocation models and the theory of the banking firm; aggregate money-supply

and money-demand functions; empirical research on supply and demand functions for money; the term structure of interest rates; theory, evidence, and policy implications.

T., 4:00–6:00 (1st sem.)

Prof. Kane

Ec 261b—*MONEY IN GENERAL EQUILIBRIUM AND PROBLEMS IN MONETARY POLICY* (3)

The microeconomic theory of the real-balance effect. The real-balance effect in macroeconomic models; money and growth; current controversies in monetary policy; the availability doctrine, the role of financial intermediaries, Federal Reserve Controls and proposed reforms; international complications, lags, and problems of incidence.

Prerequisite Ec 261a

T., 4:00–6:00 (2nd sem.)

Prof. Kane

FISCAL ECONOMICS

Ec 262—*FISCAL ECONOMICS* (3)

Problems of economic efficiency and allocation; topics covered and emphasis (theory vs. application) depend upon the interests of the class, but usually include the following: the allocation of public goods; evaluation of public investments in theory and practice; theory and measurement of tax incidence; the question of "optional" taxation and "excess burden"; problems of the U.S. tax structure.

Th., 4:00–6:00 (1st sem.)

Prof. Friedlaender

Ec 263—*FISCAL POLICY* (3)

The role of government in stabilization, growth, and the determination of the income distribution; topics covered and emphasis (theory vs. application) depend upon the interests of the class, but usually include the following: "optional" economic policy in the context of targets and instruments; the theory and measurement of static and dynamic stabilizers; growth and the fiscal structure; U.S. economic policy in practice; problems of the income distribution; the national debt.

Th., 4:00–6:00 (2nd sem.)

Prof. Friedlaender

INDUSTRIAL ORGANIZATION

Ec 253—*INDUSTRIAL ORGANIZATION I* (3)

Presentation of the economic theory on the connections between market structure and market conduct, and consequently, market performance—allocative, dynamic, and X-efficiency, economic progress, stability, and product quality. Emphasis on the analytical and evaluative aspects of the theory.

Not offered 1970–71, offered 1971–72.

Prof. Mann

Ec 254—*INDUSTRIAL ORGANIZATION* (3)

Investigation of the empirical findings regarding theory's hypotheses in the areas covered first semester. Public policy is examined in the light



of our knowledge about relationships between market structure and performance.

Not offered 1970–71, offered 1971–72.

Prof. Mann

## INTERNATIONAL TRADE AND FINANCE

Ec 271a—*THEORY OF INTERNATIONAL TRADE* (3)

Partial and general equilibrium theories of international trade; gains from trade, internal and external balance in an open economy; disturbance and adjustment of balance of payments. Analysis of international economic policies such as protectionism and regional trade arrangements.

Prerequisite Ec 273.

W., 4:00–6:00 (1st sem.)

Prof. Anderson

Ec 271b—*PROBLEMS IN INTERNATIONAL ECONOMICS* (3)

An advanced seminar dealing with important recent theoretical and empirical work in the fields of pure trade theory, commercial policy, balance of payments problems and policy making in the open economy. Emphasis will be placed on unsettled issues and on suggesting lines of further research.

Prerequisite: Ec 271a

W., 4:00–6:00 (2nd sem.)

Prof. Anderson

Ec 272—*INTERNATIONAL FINANCE* (3)

Balance of payments analysis as related to foreign exchange theory; capital movements and the theory of transfer. Analysis of financial and monetary policies in an open economy. Multinational monetary arrangements and reforms.

Prerequisite: undergraduate international trade course

W., 7:00–9:00 (2nd sem.)

Prof. Bandera

## COMPARATIVE SYSTEMS AND SOVIET ECONOMICS

Ec 297—*SOVIET ECONOMIC SYSTEMS* (3)

Soviet economic growth under the five-year plans and its determinants. Planning principles, the role of the price system and incentives, investment policies. An appraisal of the Soviet system from the viewpoint of welfare and efficiency criteria.

Th., 7:00–9:00 (1st sem.)

Prof. Smolinski

Ec 298—*COMPARATIVE ECONOMIC SYSTEMS* (3)

The theory and practice of central economic planning and decentralized decision-making in various economic systems such as market socialism, command economy, indicative planning. The choice of the optimal degree of centralization and problems of informational efficiency. Comparative analysis of dynamic and static efficiency of economic systems. The convergence hypothesis.

Th., 7:00–9:00 (2nd sem.)

Prof. Smolinski

## ECONOMIC DEVELOPMENT

### Ec 273—*ECONOMIC DEVELOPMENT* (3)

A general survey of the important problems of economic development. The important theoretical and empirical literature will be covered and special examples will be drawn primarily from the African development experiments.

F., 4:00–6:00 (1st sem.)

Prof. Shilling

### Ec 275—*ECONOMIC DEVELOPMENT AND PLANNING* (3)

This course will study the application of planning techniques to the development process. Theoretical developments from simple investment criteria to advanced mathematical planning will be covered and their application to specific planning situations discussed.

Prerequisite: undergraduate international trade course.

F., 4:00–6:00 (2nd sem.)

Prof. Shilling

## URBAN ECONOMICS

### Ec 293—*ECONOMIC PROBLEMS OF THE CITY* (3)

General theoretical models of the spatial distribution of economic activity within a city will be examined. Emphasis will be placed on the role of location theory in the understanding of the causes of current urban problems. The housing crisis will be examined in depth.

F., 4:00–6:00 (1st sem.)

Prof. Wallace

### Ec 294—*ECONOMIC PROBLEMS OF THE CITY* (3)

Selected urban problems will be examined intensively. They will include (1) provision of government services, (2) local and metropolitan finance, (3) transportation, (4) urban renewal, and (5) environmental decay.

F., 4:00–6:00 (2nd sem.)

Prof. Wallace

## LABOR

### Ec 281—*LABOR ECONOMICS AND LABOR RELATIONS* (3)

An introductory analysis of the institutions concerned with utilization of human resources; the growth, organization and objectives of management and trade unions; selected issues and problems involved in the process of collective bargaining.

Not offered 1970–71, offered 1971–72.

Prof. White

### Ec 283—*LABOR AND PUBLIC POLICY* (3)

The evolution of the public policy framework for collective bargaining; selected problems in the regulation of union-management relations; critical analysis of private and governmental arrangements in the field of worker security.

Prerequisite: Ec 281 or equivalent.

Not offered 1970–71, offered 1971–72.

Prof. White

## CONSUMER ECONOMICS

### Ec 241—*THE CONSUMER REVOLUTION IN THE WORLD ECONOMY* (3)

Case studies in the Consumer Revolution: the objectives, methods, and effects of the Consumer Revolution in selected areas and industries, e.g., automobiles, credit, health care, food.

W., 4:00–6:00 (1st sem.)

Prof. McEwen, S.J.

### Ec 242—*SEMINAR ON GOVERNMENT CONSUMER PROTECTION ACTIVITIES* (3)

The role of national and local governments in consumer protection; U.S. and foreign government agencies and laws to prevent consumer fraud, to control restrictive business practices, to license occupations, to regulate consumer credit, to enforce health and safety standards, and to improve consumer welfare.

W., 4:00–6:00 (2nd sem.)

Prof. McEwen, S.J.

## SECTION III

### SPECIAL COURSES

(These courses are not available to students in the doctoral and masters programs in economics. They are offered for students in interdisciplinary programs and students in the degree programs of other departments and schools.)

### Ec 201—*ECONOMIC ORGANIZATION* (3)

The course deals with the analysis and critical evaluation of economic mechanisms under different social systems. The topical sequence is: Specification of economic objectives; resource allocation models; general control and feedback systems for optimum resource allocation; regulated free-enterprise market economy; public sector and indicative planning; centralized socialist management; alternative forms of socialist organization.

No prerequisites.

W., 7:15–9:15

Prof. Danieri

### Ec 202—*SOCIAL ECONOMICS* (3)

No prerequisites.

The course deals with the methods and contents of economic cost-benefit analysis as applied to "social" programs or policies. Distributive criteria are explicitly introduced. Some of the areas covered are: Income maintenance, education-training, public and private housing, environmental control, location, production and delivery of public services.

W., 7:15–9:15

Prof. Danieri



Ec 203—*INCOME, EMPLOYMENT AND UNEMPLOYMENT* (3)

Analysis of the flow of income; consumption, saving, and investment and the determination of the level of income. The cause of unemployment. The role of money and the banking system in determining the level of income and employment. Monetary and fiscal policy measures to combat unemployment. The skill characteristics of the unemployed and prospects for retraining programs.

No prerequisites.

W., 4:15–6:15 (1st sem.)

Prof. Bourneuf

Ec 204—*PROBLEMS OF GROWTH AND INFLATION* (3)

The rate of economic growth. Factors determining the prospects for rising per capita incomes. Inflation and economic growth. The effects of inflation on various income groups. The trade-off between inflation and unemployment. Policies to promote growth and curb inflation.

No prerequisites.

W., 4:15–6:15 (2nd sem.)

Prof. Bourneuf

## SECTION IV

### RESEARCH

Ec 299—*READING AND RESEARCH* (3)

By arrangement

THE DEPARTMENT

Ec 301—*THESIS DIRECTION*

(up to 12 per sem.)

By arrangement

THE DEPARTMENT

Ec 401–402—*RESEARCH-IN-PROGRESS SEMINAR*

Required of all admitted to candidacy for the doctor's degree and open to all other students.

M., 4:00–6:00 (both sems.)

Prof. Kane

Ec 500—*DOCTORAL CONTINUATION*

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

## FACULTY

### DEPARTMENT OF ECONOMICS (Ec)

*Professors:*

Alice E. Bourneuf, Edward J. Kane, Robert J. McEwen, S.J., Leon Smolinski, Donald J. White, Kozo Yamamura\*, Ann F. Friedlaender

*Associate Professors:* Vladimir N. Bandera, David A. Belsley\*, Andre Daniere, H. Michael Mann, (Chairman), Francis M. McLaughlin\*, Harold A. Petersen, (Vice-Chairman)

*Assistant Professors:* James E. Anderson, Robert J. Cheney, S.J., William J. Duffy, Kenneth A. Lewis, Adolf L. Vandendorpe

*Instructors:* Steven D. Beggs, David T. Scheffman, John D. Shilling, Robert B. Wallace

*Lecturers:* John R. Harris

\*On leave 1970-1971

## DEPARTMENT OF EDUCATION (Ed)

Opportunities for research and practical experience are facilitated by long-standing relationships with organizations outside of the Department of Education. More than 1,000 public and parochial schools throughout New England have accepted student teachers and educational interns from Boston College and participated in department research projects. The Catholic Education Research Center and the New England Catholic Education Center are located on the Chestnut Hill Campus and are actively engaged in national and regional research projects. The Boston College Institute of Human Sciences conducts extensive studies of urban problems; legal, sociological, psychological and educational.

## DEPARTMENT PROGRAMS AND REQUIREMENTS

### *Master of Education Degree:*

There are eleven fields of concentration leading to this degree: educational psychology, elementary education (Plan A or Plan B), early childhood education, counselor education and school psychology, administration and supervision, reading, religious education, urban education, media specialist, special education, and rehabilitation (peripatology).

All candidates for the M.Ed. degree must take the following core courses: Ed. 260, Ed. 202 or Ed. 203 or Ed. 204, and Ed. 211 or Ed. 214. Ed. 260 must be included among the first four courses taken by the degree candidate. Ed. 209 is recommended for those who have had no course work in the history of American education. Each student is required to pass a comprehensive examination upon conclusion of his course work; the examination may be written or oral or both as determined by the departmental division representing the student's major area of concentration.

### *Master of Arts in Teaching and Master of Science in Teaching Degrees:*

The M.A.T.-M.S.T. degree programs (cf. p. 000) are designed for liberal arts graduates who wish to prepare for teaching in the secondary school,

for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level. Programs are described below under the section dealing with programs in Secondary Education.

*Certificate of Advanced Educational Specialization (CAES):*

The Graduate Department of Education makes provisions for a Certificate of Advanced Educational Specialization for students who complete a directed program of courses and/or research amounting to a minimum of thirty semester hours beyond the master's degree. Course credits are not automatically transferable to a doctoral program. Specific programs for the Certificate have been designed in Administration and Supervision and in Counselor Education, and programs tailored to the requirements of individual students may be arranged in other areas.

*Doctor of Philosophy and Doctor of Education Degrees:\**

A formal doctoral program of study is defined as a *minimum* of 78 graduate course credits earned subsequent to receipt of the bachelor's degree, including courses in educational measurement, educational philosophy, educational psychology, educational research, history of education and statistics. Students possessing a master's degree at the time of their admission to doctoral studies may be permitted to transfer up to thirty graduate course credits to their doctoral program. No more than six additional graduate course credits earned at Boston College or elsewhere prior to admission to a doctoral program may be transferred.

Upon admission to a doctoral program, the student will be assigned a temporary advisor. During the first semester of doctoral studies the student will obtain the consent of a member of the Department of Education faculty of the rank of assistant professor or higher to serve as the chairman of his advisory committee. In consultation with the chairman, two additional faculty members of the Graduate School of Arts and Sciences will be selected to complete the advisory committee; at least one of these committee members must be from the field of specialization other than that represented by the committee chairman.

The doctoral program of studies will be designed by the student in consultation with his full committee. A major field of concentration consisting of at least thirty graduate course credits must be included in the program, and one or two minor fields of concentration *may* be included, at least fifteen graduate course credits being necessary to constitute a minor. In the design of the program of studies, primary consideration will be given to the academic and professional background of the individual student and to his career goals. The program of studies need not be formalized by any specific time, but when it is, it must have the unanimous approval of the advisory committee and the associate dean for graduate studies.

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\*Students who first registered for courses in an approved doctoral program prior to January, 1969, have the option of continuing under their approved programs or adapting their programs to the requirements stated here.



### *Special Requirements:*

Doctor of Education: The candidate must have had three years of full-time educational experience prior to receipt of the degree. Technical competence in research methods and statistics must be demonstrated in a manner approved by the advisory committee and the associate dean for graduate studies.

Doctor of Philosophy: As determined by the advisory committee and approved by the associate dean for graduate studies, the student must demonstrate proficiency in *at least* one language other than English. The languages specified may include any classical, modern or computer languages. Statistical competency may also be required by the committee.

In deciding upon the special requirements for either the D.Ed. or the Ph.D. Degree, the advisory committee will be guided by the experiential background and career goals of the student.

## **HISTORY AND PHILOSOPHY OF EDUCATION**

The doctoral program in history and philosophy of education is designed especially for students preparing for college teaching careers in education. Programs may be arranged for concentration in history or philosophy of education, or they may be balanced with approximately equal credit hours from history and philosophy.

The total post-master's degree credit-hour requirement is 48 hours; a *minimum* of 30 credit hours must be taken in history or philosophy of education courses, or courses from related graduate departments approved by the doctoral committee. The remaining credit hours in the program are to be distributed among three of five doctoral-level fields of concentration.

The following courses are required in all history and philosophy of education programs:

Ed 202 *MODERN EDUCATIONAL THOUGHT*

Ed 203 *PHILOSOPHY OF EDUCATION*

Ed 204 *EVOLUTION OF EDUCATIONAL DOCTRINE*

Ed 302 *HISTORY OF ANCIENT AND MEDIEVAL EDUCATION*

Ed 303 *HISTORY OF MODERN EDUCATION*

Ed 402 *SEMINAR IN THE PHILOSOPHY OF EDUCATION*

Ed 403 *SEMINAR IN THE HISTORY OF EDUCATION*

Courses in history and philosophy of education are open to graduate students below the doctoral level as well as to doctoral students in other fields of education, usually without prerequisites. These courses propose to offer a theoretical foundation and a liberalizing orientation to the graduate program in education.

## **EDUCATIONAL PSYCHOLOGY**

The master of education program in educational psychology is designed to prepare candidates for positions such as program analyst, re-

search consultant, and in-service instructor in school systems, and as assistant to the director of research in larger school systems. The program also prepares candidates to enter doctoral programs in educational psychology.

The doctoral program in educational psychology is designed to prepare candidates for teaching and research positions in higher education, and for research offices in schools, government agencies, and industries where there is a direct concern with factors affecting learning and with the evaluation of instructional procedures. The goals of the courses offered in this area are (1) to develop the student's mastery of the concepts and findings pertinent to the learning process and (2) to develop skill in the major techniques of investigation necessary for research into the problems of this field. The offerings in the field of educational psychology consist of (a) a series of core courses, (b) related courses to be selected in terms of the student's major needs and interests, and (c) individual and group research activities with members of the staff. Offerings of the Department of Psychology will normally be included in the student's program.

*Core Courses:*

Ed 202 MODERN EDUCATIONAL THOUGHT

or

Ed 203 PHILOSOPHY OF EDUCATION

or

Ed 204 EVOLUTION OF EDUCATIONAL DOCTRINE

Ed 211 EDUCATIONAL PSYCHOLOGY (for those lacking an undergraduate course in this subject)

or

Ed 214 MODERN PSYCHOLOGY AND EDUCATION (for those who have had a course in educational psychology as an undergraduate)

Ed 215 PSYCHOLOGY OF ADOLESCENCE

Ed 216 CHILD PSYCHOLOGY

Ed 260 RESEARCH METHODS IN EDUCATION

Ed 262 CONSTRUCTION OF ACHIEVEMENT TESTS

Ed 312B ABNORMAL PSYCHOLOGY

Ed 313 SOCIAL PSYCHOLOGY (Ps. 236 SOCIAL PSYCHOLOGY)

Ed 360 EDUCATIONAL STATISTICS I

Ed 361 EDUCATIONAL STATISTICS II

*Related Courses:*

Ed 219, Ed 224A, Ed 224D, Ed 225D, Ed 240, Ed 245, Ed 248, Ed 249, Ed 258, Ed 276, Ed 281B, Ed 315, Ed 316, Ed 223E, Ed 224E, Ed 342, Ed 343, Ed 344, Ed 345, Ed 359, Ed 363, Ed 364, Ed 365, Ed 366, Ed 376, Ed 382A, Ed 499, Ps 204, Ps 205, Ps 206, Ps 207, Ps 208, Ps 219, Ps 222.

*Doctoral Research and Seminar Experience:*

Ed 410 PROJECTS IN EDUCATIONAL PSYCHOLOGY

- Ed 411 *COGNITIVE PROCESSES AND EDUCATION*
- Ed 412 *SEMINAR IN THE PSYCHOLOGY OF LEARNING*
- Ed 413 *SEMINAR IN MOTIVATION: THEORY AND PRACTICE*
- Ed 414 *SEMINAR IN THEORIES OF INSTRUCTION*
- Ed 415 *SEMINAR IN LANGUAGE, THOUGHT AND INSTRUCTION*
- Ed 416 *SEMINAR IN CHILD PSYCHOLOGY*
- Ed 499 *RESEARCH DESIGN SEMINAR*

## **CURRICULUM AND INSTRUCTION**

There are seven programs or areas of concentration within the Division of Curriculum and Instruction: elementary education, early childhood education, secondary education, reading specialist, urban education, media specialist and science education.

Each offers one or more patterns or plans of study at the master's level and, in addition, provides for planning programs on an individual basis at the master's, C.A.E.S. and doctoral levels. While plans for prospective teachers and special programs tend to be formalized, the overall policy of the division is to afford each candidate as much freedom of choice as possible in structuring a major portion of his own program. This freedom includes the option to select courses from programs within the division, from other divisions in the Department of Education, and from the academic subject fields. Each candidate not electing a formalized program will plan his own program with the assistance of a faculty advisor.

Three core courses in educational foundations are required of all candidates at all levels of study in each of the programs of the division:

Ed 202 *MODERN EDUCATIONAL THOUGHT*

or

Ed 203 *PHILOSOPHY OF EDUCATION*

or

Ed 204 *EVOLUTION OF EDUCATIONAL DOCTRINE*

Ed 211 *EDUCATIONAL PSYCHOLOGY*

or

Ed 214 *MODERN PSYCHOLOGY AND EDUCATION*

Ed 260 *RESEARCH METHODS IN EDUCATION*

The C.A.E.S. is offered to qualified candidates who wish to gain greater proficiency in their chosen fields. Only those who have completed a master's degree in a relevant field will be accepted. Each candidate's program will consist of a minimum of 30 hours in advanced courses. A high level of performance in the C.A.E.S. would permit invitation to study toward a doctorate, but doctoral candidates may not elect to substitute the C.A.E.S. Candidates for the C.A.E.S. will normally be required to take the following courses in addition to the three core courses in educational foundations noted above:

Ed 360 *EDUCATIONAL STATISTICS I*

Ed 364 *CURRICULUM EVALUATION: THEORY AND PRACTICE*

Ed 414 *SEMINAR IN THEORIES OF INSTRUCTION*



Ed 420A *PROJECTS IN ELEMENTARY CURRICULUM AND INSTRUCTION*

or

Ed 420C *PROJECTS IN SECONDARY CURRICULUM AND INSTRUCTION*

The Department of Education offers both the Ph.D. and D.Ed. degrees. Programs in the Division of Curriculum and Instruction will be planned on the basis of the individual student's background and goals. Study may be concentrated in the following fields: elementary education, early childhood education, secondary education, reading, urban education, educational media and science education. In addition to the core courses in educational foundations, the following will usually be required:

Ed 360 *EDUCATIONAL STATISTICS I*

Ed 364 *CURRICULUM EVALUATION: THEORY AND PRACTICE*

Ed 414 *SEMINAR IN THEORIES OF INSTRUCTION*

Ed 499 *RESEARCH DESIGN SEMINAR*

## **PROGRAMS IN CURRICULUM AND INSTRUCTION**

### **ELEMENTARY EDUCATION**

Coordinator: Dr. Katharine Cotter

Two plans of study lead to the M.Ed. degree in elementary education.

Plan A—A 36 credit program for full time students which is designed for prospective teachers with little or no formal preparation for teaching in the elementary grades. Candidates are urged to begin in summer session and complete the program in the following year. Substitution of courses to meet individual needs must be planned with a faculty advisor and approved by the program coordinator.

#### *Summer Session*

Ed 260—*RESEARCH METHODS IN EDUCATION*

Ed 211—*EDUCATIONAL PSYCHOLOGY*

#### *Fall Semester*

Ed 223A—*SEMINAR IN ELEMENTARY METHODS*

Ed 228A—*MODERN MATHEMATICS IN THE ELEMENTARY SCHOOL*

Ed 223G—*SCIENCE IN THE ELEMENTARY SCHOOL*

Ed 223D—*INTRODUCTION TO DEVELOPMENTAL READING INSTRUCTION*

#### *Spring Semester*

Ed 216—*CHILD PSYCHOLOGY*

Ed 220A—*STUDENT TEACHING, ELEMENTARY SCHOOL*

Ed 223F—*INTRODUCTION TO EDUCATIONAL TECHNOLOGY*

Ed 203—*PHILOSOPHY OF EDUCATION*

Ed 262—*CONSTRUCTION OF ACHIEVEMENT TESTS*

Plan B—A 30 credit program designed for candidates with a recent undergraduate degree or experience and course work in elementary education. Students are required to take the three core courses in educational foundations and, in addition; Ed 224A—*FRONTIERS IN ELEMENTARY EDUCATION* and Ed 320A—*SEMINAR IN ELEMENTARY EDUCATION*. The five remaining courses may be selected from professional and academic fields to meet individual needs, subject to the approval of a faculty advisor and the program coordinator.

## EARLY CHILDHOOD EDUCATION

The goal of the master's program in early childhood education is to provide the teacher with the knowledges and competencies necessary for meeting the interests and needs of children during their most educable years—from nursery school through the primary grades. Students enrolled in the M.Ed. program must take the three core courses in educational foundations and the following:

Ed 216—*CHILD PSYCHOLOGY*

or

Ed 318—*SEMINAR IN CASE STUDIES OF YOUNG CHILDREN*

or

Ed 319—*SEMINAR IN THE PSYCHOLOGY OF THE YOUNG CHILD*

Ed 223A—*SEMINAR IN ELEMENTARY METHODS*

Ed 224D—*DEVELOPMENTAL READING INSTRUCTION*

or

Ed 223D—*INTRODUCTION TO DEVELOPMENTAL READING INSTRUCTION*

Ed 225A—*CHILDREN'S LITERATURE*

Ed 226A—*LANGUAGE ARTS IN THE ELEMENTARY SCHOOL*

Ed 320B—*SEMINAR IN EARLY CHILDHOOD*

Two elective courses may be selected with the guidance and approval of the program coordinator. Students without teaching experience must take Ed 220A—*STUDENT TEACHING, ELEMENTARY SCHOOL*.

## SECONDARY EDUCATION

Coordinator: Dr. David Crellin

Three programs designed for prospective or experienced secondary school teachers lead to the Master of Arts in Teaching or Master of Science in Teaching degrees. Plans A and B are designed for liberal arts graduates who wish to enter teaching. Plan C is designed for experienced teachers and recent college graduates who have already prepared for teaching. The three plans are defined as follows:

Plan A—This plan provides a program which combines graduate study with a year of internship teaching. Under this arrangement an intern teacher teaches half-time in a nearby school, takes responsibility for half of the load usually assigned a full-time teacher, and receives half-salary based on the Massachusetts schedule for beginning teachers. A candidate under this plan must begin his graduate study with the summer pre-internship program conducted in cooperation with the Wellesley Public School Academic Summer Program. The graduate courses to comprise the remainder of the degree program are determined on an individual basis and are the responsibility of the department involved.

#### THE PROGRAM IN BRIEF (a typical student's program)

<i>Summer Pre-Internship Program</i>	6 weeks
Ed 220C— <i>STUDENT TEACHING, SECONDARY SCHOOL</i>	3 credits
Ed 224C— <i>METHODS AND MATERIALS OF TEACHING</i>	3 credits
Ed 211— <i>EDUCATIONAL PSYCHOLOGY</i>	3 credits
<i>First Semester</i>	
Ed 222C— <i>INTERNSHIP IN TEACHING</i>	3 credits
Ed 260— <i>RESEARCH METHODS IN EDUCATION</i>	3 credits
— <i>COURSE IN TEACHING FIELD</i>	3 credits
<i>Second Semester</i>	
Ed 222C— <i>INTERNSHIP IN TEACHING</i>	3 credits
Ed 203— <i>PHILOSOPHY OF EDUCATION</i>	3 credits
— <i>COURSE IN TEACHING FIELD</i>	3 credits
— <i>COURSE IN TEACHING FIELD</i>	3 credits
<i>Summer Session</i>	
— <i>COURSE IN TEACHING FIELD</i>	3 credits
— <i>COURSE IN TEACHING FIELD</i>	3 credits
Total Program	36 credits

Plan B—This plan provides three alternative programs which combine graduate study with a period of apprenticeship without pay. Candidates may begin in summer session or in September on either a full or part-time basis. Graduate courses in the teaching field are determined on an individual basis and are the responsibility of the department involved. The programs are:

#### 1. PROGRAM FOR FULL-TIME STUDENTS BEGINNING IN SUMMER SESSION

##### *Summer Session*

Ed 260—*RESEARCH METHODS IN EDUCATION*  
 Ed 211—*EDUCATIONAL PSYCHOLOGY*



*Fall Semester*

Ed 203—*PHILOSOPHY OF EDUCATION*

Ed 223C—*TECHNIQUES OF TEACHING IN THE SECONDARY SCHOOL*

—*COURSE IN TEACHING FIELD*

—*COURSE IN TEACHING FIELD*

*Spring Semester*

Ed 220C—*STUDENT TEACHING*

—*COURSE IN TEACHING FIELD*

—*COURSE IN TEACHING FIELD*

*Summer Session*

—*ELECTIVE IN EDUCATION*

—*COURSE IN TEACHING FIELD*

2-3. PROGRAM FOR FULL-TIME STUDENTS BEGINNING IN SEPTEMBER, AND COURSE SEQUENCE REQUIRED FOR PART-TIME STUDENTS

*Fall Semester*

Ed 211—*EDUCATIONAL PSYCHOLOGY*

Ed 260—*RESEARCH METHODS IN EDUCATION*

Ed 223C—*TECHNIQUES OF TEACHING IN THE SECONDARY SCHOOL*

—*COURSE IN TEACHING FIELD*

*Spring Semester*

Ed 220C—*STUDENT TEACHING*

Ed 203—*PHILOSOPHY OF EDUCATION*

—*COURSE IN TEACHING FIELD*

Courses remaining are to be completed by full-time students in Summer Session or the following academic year.

—*ELECTIVE IN EDUCATION*

—*3 COURSES IN TEACHING FIELD*

Plan C—This plan provides the experienced teacher or the graduate from a School of Education without teaching experience a program of graduate study both in education and his teaching field. It can lead to the completion of the requirements of the MAT or MST degree within a two-year period for the person who is concurrently teaching and within a calendar year for the full-time graduate student. Graduate courses to comprise the degree program are planned by the student and faculty advisor on an individual basis and are the responsibility of the department involved. A minimum of 30 credits divided between, but not necessarily equally, professional and academic area courses must be completed for the degree.

## READING SPECIALIST PROGRAM

Coordinator: Dr. John Savage

The Division of Curriculum and Instruction offers a 30 semester hour program leading to the M.Ed. degree and certification as a reading specialist in accordance with recommendations of the International Reading Association Committee on Standards. A minimum of three years' teaching experience involving the teaching of reading is required, preferably completed on entrance to the program. In addition to three core courses in educational foundations, the following are required:

Ed 224D—*DEVELOPMENTAL READING INSTRUCTION*

Ed 225D—*DIAGNOSTIC AND REMEDIAL TECHNIQUES IN READING*

Ed 262—*CONSTRUCTION OF ACHIEVEMENT TESTS*

Ed 322D—*SEMINAR AND PRACTICUM IN REMEDIAL*

*READING* (6 credits—approval of coordinator required)

Two electives, at least one of which shall be from the language arts area, but both subject to the approval of the program coordinator.

*Order of taking courses:* students in the master's program earning a reading certificate must take Ed 260 as one of the first four courses. The suggested order of taking reading courses is—Ed 224D, Ed 225D and Ed 322D. Inexperienced teachers are not eligible to take Ed 322D. Other courses in the sequence may be taken at the convenience of the student.

It is possible to earn a master's degree and a Reading Specialist Certificate simultaneously. For students who have received a master's degree, a certificate may be obtained by: 1) completing courses required for certification not taken as part of a master's program, or 2) by completing a program for the C.A.E.S. tailored to the individual student's needs. Reading specialist programs beyond the master's degree are subject to the approval of the program coordinator and the Associate Dean for Graduate Studies in Education.

## STUDIES IN URBAN EDUCATION

Coordinator: Dr. Charles F. Smith, Jr.

The 30 semester hour program of studies in urban education leading to the M.Ed. degree is designed to develop teaching and research skills with particular emphasis given to the application of these skills in inner-city schools where there is a high concentration of students who are economically and educationally deprived. Preparation beyond the master's degree is meant to provide professional training needed for developing and directing educational training needed for developing and directing educational programs in urban schools. Programs leading to the C.A.E.S. and doctorate will be planned on an individual basis. All degree and certificate programs will include a sequence of professional courses and an inner-city practicum. The specific nature of the latter

will depend upon the educational background, experience and professional goals of the candidate and will require the collaboration of the Coordinator of Studies in Urban Education.

**M.Ed. Program:**

In addition to three core courses in educational foundations, the following are required:

Ed 223E—*URBAN EDUCATION: CRUCIAL ISSUES I*

Ed 224E—*URBAN EDUCATION: CRUCIAL ISSUES II*

Ed 225E—*URBAN EDUCATION: PROGRAMS, METHODS AND MATERIALS*

Ed 322E—*URBAN EDUCATION: INNER-CITY PRACTICUM*

The choice of three elective courses is subject to the guidance and approval of the program coordinator.

**MEDIA SPECIALIST PROGRAM**

Coordinator: Dr. Fred John Pula

This 36 semester hour program leading to the M.Ed. degree offers a sequence of courses and experiences leading to qualification as a media specialist according to the recommendations of the Department of Audiovisual Instruction, National Education Association. This program is designed to build on the strengths of the candidate and to allow flexibility for pursuing any one of the areas of specialization that are developing in educational technology, such as: administration of media centers, curriculum design and innovation, design and preparation of instructional materials, and selection and utilization of instructional materials.

Full-time students can complete the program in two summers and an academic year. Three core courses in educational foundations are required. In addition, all students will be required to take the courses listed below in the order given (excepting Ed 226F):

Ed 223F—*INTRODUCTION TO EDUCATIONAL TECHNOLOGY*

Ed 224F—*SELECTION, EVALUATION AND UTILIZATION OF INSTRUCTIONAL MATERIALS*

Ed 225F—*PRODUCTION OF INSTRUCTIONAL MATERIALS*

Ed 226F—*CLASSIFYING AND CODING MEDIA MATERIALS*

Ed 322F—*MEDIA SPECIALIST PRACTICUM*

*Approved Electives: (12 credits)*

Ed 223A—*SEMINAR IN ELEMENTARY METHODS*

Ed 224A—*FRONTIERS OF ELEMENTARY EDUCATION*

Ed 257—*ADMINISTRATIVE COMMUNICATION*

Ed 321C—*CURRICULUM DEVELOPMENT IN SECONDARY EDUCATION RADIO AND TELEVISION WORKSHOP*

Ed 315—*INFORMATION SYSTEMS FOR INSTRUCTION*

Ed 321A—*CURRICULUM DEVELOPMENT IN ELEMENTARY EDUCATION*

Ed 364—*CURRICULUM EVALUATION: THEORY AND PRACTICE*



- Ed 225E—*URBAN EDUCATION: PROGRAMS, METHODS AND MATERIALS*  
—*FILM-MAKING*  
—*HISTORY OF THE FILM*  
—*SEMINAR: FILM, MAN IN THE WORLD*  
Ed 414—*SEMINAR IN THEORIES OF INSTRUCTION*

## SCIENCE EDUCATION

A Master of Science in Teaching Degree is offered for secondary school candidates. Plans A, B and C of the M.S.T. programs in Secondary Education (see pp. 000 above) provide for concentration in earth science, chemistry, biology and physics.

The Department of Education offers both the Ph.D. and D.Ed. degrees. Doctoral programs in science education are planned in accordance with the student's background and career goals. Besides the standard requirements noted previously, programs for doctoral studies in science education will normally include 30 credits in science along with the following courses:

Ed 223G—*SCIENCE IN THE ELEMENTARY SCHOOL*

Ed 224G—*SCIENCE IN THE SECONDARY SCHOOL*

Ed 320G—*SEMINAR IN SCIENCE EDUCATION*

Ed 430G—*INTERNSHIP IN SCIENCE EDUCATION*

Students interested in doctoral studies in science education should contact Dr. George Ladd, Coordinator.

## COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY

The Boston College program in Counselor Education and Counseling Psychology is designed to meet professional standards recommended by the American Psychological Association and the American Personnel and Guidance Association.

All courses in the division are taught by psychologists who are members of the American Psychological Association and the American Personnel and Guidance Association. Candidates should plan courses to qualify for membership in these professional associations. The program of counselor education includes a 36-hour master's degree in guidance and counseling and an additional 30-hour Certificate of Advanced Educational Specialization which continues and completes the professional preparation of most guidance and counseling personnel and state certified school psychologists. Those wishing to become counseling psychologists or school psychologists may secure a Doctor of Education or a Doctor of Philosophy degree.

It is the responsibility of those students wishing to be counselors in public schools to see that they meet teacher-counselor certification requirements of their state. Students wishing a state certificate for school psychologist in Massachusetts must qualify for a teaching certificate also.

The Master of Education degree contains a common core of education and guidance courses and then permits the candidate to select a

series of recommended courses of professional preparation for either elementary school guidance or guidance at the secondary school and college level. Each of the professional courses in guidance and counseling is accompanied by pre-practicum laboratory experiences.

Persons wishing certification as elementary school counselors should take Ed 249. Those wishing certification as school psychologists in Massachusetts should complete the master's degree in elementary guidance including Ed 313A, Ed 264 and Ed 284A. Those intending to work as counselors in non-school settings may substitute graduate courses in psychology, sociology or economics with permission of the appropriate department.

Certificate and doctoral applicants will only be accepted if they have completed a master's degree or its equivalent in counseling and guidance or school psychology. Those who have completed such a master's degree should select courses from the advanced graduate courses numbered between 300 and 449. These ordinarily consist of 30 hours for the C.A.E.S. and a minimum of 48 hours plus a dissertation for the doctorate. However, all doctoral candidates *must* complete at least 60 graduate semester hours in courses of a psychological nature in education or psychology in order to qualify for membership in the American Psychological Association. Electives for the doctorate include a major in counseling psychology and ordinarily would include a minor in evaluation, measurement, and research or in school psychology. Other minors are possible according to the unique needs of a given candidate, and can be worked out in conference with the candidate's advisor and doctoral committee. A program combining school psychology and counseling psychology is also available for doctoral students desiring to work below the ninth grade level.

The C.A.E.S. program is designed to complete the professional preparation counselors need beyond the master's degree. A high level of performance for the C.A.E.S. would permit the student to be *invited* into a doctoral program, but doctoral students may *not* elect to substitute the C.A.E.S.

In the master's programs in guidance and counseling presented below the recommended courses are listed in terms of the unit requiring the course.

The master's degree may be completed in two summer sessions and two regular semesters, in three regular semesters, or part-time over a six year period.

## MASTER OF EDUCATION IN ELEMENTARY GUIDANCE AND SCHOOL PSYCHOLOGY

### *Core Courses*

Ed 203—*PHILOSOPHY OF EDUCATION*

or

Ed 202—*MODERN EDUCATIONAL THOUGHT*

or

Ed 204—*EVOLUTION OF EDUCATIONAL DOCTRINE*<sup>1</sup>

Ed 260—*RESEARCH METHODS IN EDUCATION*.<sup>1</sup>

Ed 211—EDUCATIONAL PSYCHOLOGY

or

Ed 214—MODERN PSYCHOLOGY AND EDUCATION.<sup>1</sup>

Ed 240—PRINCIPLES AND TECHNIQUES OF GUIDANCE.<sup>1,2</sup>

Ed 243—COUNSELING AND GROUP PROCESSES IN  
ELEMENTARY SCHOOLS.<sup>1,2,3</sup>

Ed 249—THE ROOTS OF CAREERS: THE ELEMENTARY  
SCHOOL.<sup>1,2</sup>

Ed 264—INDIVIDUAL INTELLIGENCE TESTING.<sup>2,3</sup>

Ed 347—PRACTICUM IN CHILD GUIDANCE.<sup>1,3</sup>

#### *Additional Courses*

Ed 216—CHILD PSYCHOLOGY.<sup>1,3</sup>

Ed 242—IDENTIFICATION AND PREVENTION IN ELEMEN-  
TARY SCHOOL GUIDANCE.<sup>1,3</sup>

Ed 245—CLINICAL CHILD GUIDANCE<sup>1</sup>

or

Ed 284A—PSYCHOLOGY AND EDUCATION OF EXCEPTIONAL  
CHILDREN.<sup>3</sup>

One of the following:<sup>1</sup>

Ed 312A—ABNORMAL PSYCHOLOGY<sup>3,5</sup>

or

Ed 247—PERSONALITY DEVELOPMENT AND MENTAL  
HEALTH OF THE CHILD

Ed 241—ORGANIZATION AND ADMINISTRATION OF  
GUIDANCE AND PERSONNEL SERVICES.<sup>4</sup>

Ed 262—CONSTRUCTION OF ACHIEVEMENT TESTS<sup>3,5</sup>

or

Ed 265—GROUP PSYCHOLOGICAL TESTS.<sup>3,5</sup>

Ed 342—INTRODUCTION TO PLAY THERAPY

or

Ed 340—COUNSELING AND THERAPY IN GROUPS

Ed 343—CASE STUDIES AND DIAGNOSIS-CHILDHOOD.

MASTER OF EDUCATION IN SECONDARY SCHOOL AND  
COLLEGE

COUNSELOR EDUCATION

#### *Core Courses*

Ed 203—PHILOSOPHY OF EDUCATION

or

Ed 202—MODERN EDUCATIONAL THOUGHT

or

Ed 204—EVOLUTION OF EDUCATIONAL DOCTRINE.<sup>1</sup>

Ed 260—RESEARCH METHODS IN EDUCATION.<sup>1</sup>

Ed 211—EDUCATIONAL PSYCHOLOGY

or

Ed 214—MODERN PSYCHOLOGY AND EDUCATION.<sup>1</sup>

Ed 240—PRINCIPLES AND TECHNIQUES OF GUIDANCE.<sup>1,2</sup>

Ed 246—THE COUNSELING PROCESS.<sup>1,2</sup>



Ed 248—*VOCATIONAL INFORMATION AND PLACEMENT*.<sup>1,2</sup>

Ed 265—*GROUP PSYCHOLOGICAL TESTS*.<sup>1,2</sup>

Ed 346—*BEGINNING COUNSELING PRACTICUM*.<sup>1</sup>

*Additional Courses*

Ed 215—*ADOLESCENT PSYCHOLOGY*.<sup>1</sup>

Ed 247—*PERSONALITY DEVELOPMENT AND MENTAL  
HEALTH OF THE CHILD*

or

Ed 312A—*ABNORMAL PSYCHOLOGY*.<sup>1</sup>

Two of the following:<sup>1</sup>

Ed 241—*ORGANIZATION AND ADMINISTRATION OF  
GUIDANCE AND PERSONNEL SERVICES*.<sup>4</sup>

Ed 340—*COUNSELING AND THERAPY IN GROUPS*.

Ed 343A—*CASE STUDIES AND DIAGNOSIS-ADOLESCENTS  
AND ADULTS*.

Ed 344—*DYNAMIC PSYCHOLOGY OF INDIVIDUAL  
BEHAVIOR*.

Ed 345—*TRAIT-FACTOR-SELF THEORY*.

*Advanced Graduate Courses in Counseling Psychology:*

The candidate elects any appropriate courses approved by his advisors. In the case of Advanced Counseling Practicum, the total hours should be those necessary for the candidate to be prepared for a Supervised Internship in Counseling Psychology.

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<sup>1</sup>Required by Boston College Department of Education.

<sup>2</sup>Required by Mass. for cert. as Guid. Couns.—Taken only by degree candidates.

<sup>3</sup>Required by Mass. for cert. as Sch. Psychologist.

<sup>4</sup>Required by Mass. for cert. as Director of Guidance.

<sup>5</sup>Can be undergraduate course if used for No. 3.

## **ADMINISTRATION AND SUPERVISION**

Boston College offers graduate programs for the preparation of qualified candidates for (and the in-service training of present occupants of) all the major administrative and supervisory posts in education, viz: the elementary and secondary school principalships, the school superintendency, and supervisory and other central office staff personnel, including business managers for school systems. Some of the courses offered in this division will also be found useful by those planning careers in college and university administration.

Applicants for admission to all graduate programs in administration and supervision must meet all of the university's general requirements for admission to the appropriate level of study as described earlier in this bulletin. In addition, they must comply with the following *additional* requirements: Be a certified or certifiable teacher with successful teaching experience beyond that involved in student teaching (at least three years' experience is required for certificate and doctoral candidates); be recommended for a career in educational administration by

a currently-practicing administrator; and receive the approval of the appropriate Department of Education admissions committee.

The programs in administration and supervision include those leading to a master's degree, the Certificate of Advanced Educational Specialization, and the Doctor of Education or Doctor of Philosophy degrees.

Each program is made up of a core of required courses plus electives. All electives must have the prior approval of the student's program advisor. Electives may be chosen in the student's area of specialization; in related educational areas; in the supporting disciplines of sociology, psychology, business administration, law economics, and political science; or in areas where the student's background is deemed deficient. In certain instances the waiver of (and/or substitution for) a specific "required course" may be permitted.

## MASTER'S DEGREE

Master's degree programs are designed primarily for the preparation, or in-service training, of elementary and secondary school principals, and staff supervisory personnel. There is a strong emphasis on supervision, personnel management, and the legal aspects of school operations: the master's program normally includes a *minimum* of 30 credit hours beyond the bachelor's degree.

The following courses are usually required in the master's program:  
Ed 202—*MODERN EDUCATIONAL THOUGHT*

or

Ed 203—*PHILOSOPHY OF EDUCATION*

or

Ed 204—*EVOLUTION OF EDUCATIONAL DOCTRINE*

A structural program in educational administration involves: 1) administrative theory, 2) human relations, and 3) policy formulation and decision-making. Students should schedule their courses, sequentially, around these three aspects of the program.

Ed 211—*EDUCATIONAL PSYCHOLOGY*

or

Ed 214—*MODERN PSYCHOLOGY AND EDUCATION*

Ed 251—*INTRODUCTION TO EDUCATIONAL  
ADMINISTRATION*

Ed 252—*PERSONNEL ADMINISTRATION*

Ed 256—*LEGAL ASPECTS OF EDUCATIONAL  
ADMINISTRATION I*

Ed 259—*SUPERVISION*

Ed 260—*RESEARCH METHODS IN EDUCATION*

Ed 355—*ADMINISTRATIVE BEHAVIOR*

## CERTIFICATE OF ADVANCED EDUCATIONAL SPECIALIZATION

Certificate programs are designed specifically for both prospective and currently-practicing administrators (or supervisors) with a master's degree—not necessarily in educational administration and/or supervision—who do not presently contemplate securing a doctoral de-

gree, but who see the value of pursuing a unified, sequential program of advanced graduate work in order to improve their present skills and competencies.

Each program—to include a minimum of 30 credit hours beyond the master's degree—will be planned around a core of required courses in the area of general administration, and in the field of specialization chosen. There is also provision for elective course work in related educational fields, and in such supporting disciplines as business administration, economics, government, law, psychology, and the social sciences. Thus, the certificate program provides a measure of flexibility which permits the needs of the individual student to be considered and met. The total program must be approved by the department chairman.

Students in the certificate program will be required to engage in a minimum residency of one semester. This is intended to permit such students to meet the membership requirements of the American Association of School Administrators. During this semester of residency, the student will usually be expected to carry four three-credit courses, and have no outside full-time employment. The residency requirement may not be satisfied by summer session attendance only.

The certificate program is primarily a terminal program. It is not intended to serve as a second choice for those graduate students who are unsuccessful in attaining the Ph.D. or D.Ed. in educational administration. Nor would it ordinarily be utilized as an avenue to the doctorate, although in individual instances, a qualified certificate program student may be invited to apply later for admission to doctoral status in the Graduate School.

A certificate candidate's program will usually include—in addition to the courses listed as required for the Master's degree in Administration and Supervision—the following required courses, or their equivalent:

Ed 208—*SOCIOLOGY OF EDUCATION*

Ed 351—*ADMINISTRATIVE CASE STUDIES*

Ed 360—*EDUCATIONAL STATISTICS I*

Ed 450—*PROJECTS IN ADMINISTRATION AND SUPERVISION*

Ed 358—*FUNDAMENTALS OF INFORMATION PROCESSING  
FOR ADMINISTRATORS*

## DOCTORAL DEGREES

Boston College offers both the Ph.D. and D.Ed., degrees in administration and supervision. The doctoral programs allow students to prepare for all of the administrative and supervisory positions in education including the central office superintendency.

Students in doctoral programs will be expected to engage in a minimum residence of one academic year (please refer to pages 000 and 000 for details). This is intended to permit such students to qualify for future membership in the American Association of School Administrators.

A doctoral candidate's program will usually include—in addition to the courses previously listed as required for the Master's degree in Administration and Supervision—the following required courses or their equivalents:



- Ed 208—*SOCIOLOGY OF EDUCATION*
- Ed 351—*ADMINISTRATIVE CASE STUDIES*
- Ed 354—*ADMINISTRATION OF THE LOCAL SCHOOL SYSTEM*
- Ed 356—*LEGAL ASPECTS OF EDUCATIONAL  
ADMINISTRATION II*
- Ed 360—*EDUCATIONAL STATISTICS I*
- Ed 361—*EDUCATIONAL STATISTICS II*
- Ed 452—*SEMINAR IN PROBLEMS OF SCHOOL  
ADMINISTRATION*
- Ed 456—*THE SCHOOL AS A COMMUNITY INSTITUTION*
- Ed 451
- or
- Ed 454—*INTERNSHIP IN EDUCATION ADMINISTRATION*
- Ed 358—*FUNDAMENTALS OF INFORMATION PROCESSING  
FOR ADMINISTRATORS*
- or
- Ed 359—*SYSTEMS ANALYSIS FOR ADMINISTRATION*
- Ed 499—*RESEARCH DESIGN SEMINAR*

Internships, as deemed necessary by the department faculty, are incorporated as part of a doctoral program. Doctoral candidates enrolled in intern programs must complete successfully an administrative field project and submit special papers related thereto. A comprehensive oral examination on the field project to test the candidate's knowledge of education and educational administration, his ability to apply that knowledge, and his ability to learn from a field experience, is also required.

In addition to courses specific to the field of educational administration, students in the doctoral programs are expected to study in related areas of education as well as in the supporting disciplines of business administration, economics, government, law, psychology, and sociology. Courses for each student will be suggested according to the degree being sought, the academic and professional background of the individual, and his future goals. The doctoral program is normally defined as a minimum of 48 credit hours beyond the master's degree.

## **EDUCATIONAL RESEARCH, MEASUREMENT AND EVALUATION**

This program is designed to lead to the Ph.D. degree upon successful completion of the requirements over a three-year period by students who enter with a baccalaureate degree, and over a two-year period by students who enter with a Master's degree in Education or a closely related field. The courses, seminars, and internship included in this program emphasize the development of competence in the evaluation of educational innovations. An inter-disciplinary approach involving the resources of the Departments of Education, Psychology and Sociology, and the Institute of Human Sciences is utilized prior to and concurrently with intern experiences in local school systems and other agencies involved in curriculum experimentation and change.

Course work totalling a minimum of 78 semester hours beyond the Bachelor's degree is required of first-year graduate students in the program; for students who possess the Master's degree at the time of admission, the minimum additional preparation is 48 semester hours. For both classes of students a year-long experience as an intern in one or more educational research settings is required.

Courses taken during the first year of the program are supplemented by weekly non-credit seminars focusing on educational innovations and their impact, the dynamics of change, and relevant research. The second year program includes weekly non-credit seminars devoted to discussion, of theoretical, methodological and substantive problems encountered in the internships.

## FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH

With funds provided by the U.S. Office of Education under the provisions of Title IV of the Elementary and Secondary Education Act of 1965, Boston College offers a limited number of fellowships for graduate students specializing in the area of educational research. The fellowships include full tuition, living allowance (\$2400 per year for first year graduate students, \$2600 for second year graduate students, and \$2800 for third year graduate students), allowance for dependents (\$500 per dependent), and travel and relocation expenses.

In addition to the Departmental core requirement for all MEd. candidates (Ed 260, Ed 202 or Ed 203 or Ed 204, and Ed 211 or Ed 214) the program for Title IV Fellows will include the following courses:

Ed 224A—*FRONTIERS OF ELEMENTARY EDUCATION*

or

Ed 321C—*CURRICULUM DEVELOPMENT IN SECONDARY EDUCATION*

Ed 360—*EDUCATIONAL STATISTICS I*

Ed 361—*EDUCATIONAL STATISTICS II*

Ed 262—*CONSTRUCTION OF ACHIEVEMENT TESTS*

Ed 261—*INFORMATION PROCESSING IN EDUCATION*

Ed 366—*EXPERIMENTAL DESIGN*

Ed 363—*CONSTRUCTING EVALUATION INSTRUMENTS*

Ed 364—*CURRICULUM EVALUATION: THEORY AND PRACTICE*

Ed 462—*SEMINAR IN EDUCATIONAL MEASUREMENT*

Ed 463—*INTERNSHIP IN EDUCATIONAL RESEARCH*

Ed 367—*INTRODUCTION TO MULTIVARIATE ANALYSIS IN BEHAVIORAL SCIENCE*

Ed 368—*ADVANCED TOPICS IN MULTIVARIATE STATISTICAL ANALYSIS*

Ed 369—*PSYCHOMETRIC THEORY*

Ed 499—*RESEARCH DESIGN SEMINAR*

Fellowship application, including scores on Graduate Record Examination Aptitude Tests and the Miller Analogies Test, must be received by March 15 to be considered for the following fall semester. For ap-

plication forms or further information, write to Director, Fellowship Program in Educational Research, Murray Hall, Boston College.

## RELIGIOUS EDUCATION

The Master of Education Program in Religion Education is designed to prepare teachers of religion and supervisors of religious education programs. Students enrolled at Boston College normally take a minimum of 18 credit hours in theology and a minimum of 12 credit hours in professional education courses. Students enrolled in institutions other than Boston College which are members of the Boston Theological Institute develop individualized programs in consultation with a faculty member from Boston College and a faculty member from the other institution; degrees, under this arrangement, are awarded by Boston College. In all cases the requirements in religious studies are developed in consultation with the advisor assigned by the institution of enrollment, and the requirements in professional education are developed in consultation with the advisor assigned by the Boston College Department of Education.

The following Theology courses are available to students in the MEd. Program in Religious Education. Attention is also drawn to course offerings by the other six member schools of the Boston Theological Institute: Andover Newton Theological School; Boston University School of Theology; Episcopal Theological School; Harvard Divinity School; St. John's Seminary; Weston College School of Theology. Boston College is a founding and cooperating member of this consortium of theological faculties, and advanced students can enroll in courses in these other schools by cross-registration. Further information can be obtained from the Director of the program in Religious Education, Robert Hoey, S.J., Carney Hall, Room #404.

### Th 101—*INTRODUCTORY BIBLICAL GREEK* (3)

This course concentrates on the mastery of the fundamentals of grammar and vocabulary needed for reading the Greek text of the New Testament. No prior study of Greek is required.

M., W., F., 3:00-3:50 (1st sem.) Prof. Thayer, S.J.

### Th 102—*BIBLICAL GREEK* (3)

This course is devoted to the reading of the Gospels, Acts, Epistles, and Apocalypse. It presupposes knowledge of either classical or biblical Greek grammar.

M., W., F., 3:00-3:50 (2nd sem.) Prof. Thayer, S.J.

### Th 107—*INTRODUCTORY BIBLICAL HEBREW* (3)

The first semester of this course will be devoted to the acquisition of the fundamentals of Biblical Hebrew grammar and a working vocabulary.

By arrangement (1st sem.) Prof. Donovan, S.J.



Th 108—*BIBLICAL HEBREW* (3)

In the second semester, sections of Genesis will be read to prepare the student for wider excursions in the Hebrew Old Testament. Knowledge of Hebrew of Theology 107 required.

By arrangement (2nd sem.)

Prof. Donovan, S.J.

Th 109—*RAPID READING OF THE HEBREW BIBLE* (3)

This course presupposes two semesters of grammatical study. Reading and identification of grammatical forms in the Deuteronomic literature and shorter pieces of prose (Book of Ruth).

By arrangement (1st sem.)

Prof. Moriarty, S.J.

Th 110—*MAJOR PROPHETS OF THE OLD TESTAMENT* (3)

This course will present a study of the personality and teachings of the chief prophets of Israel and their relevance for Christianity.

T., T., 9:00–10:15 (both sem.)

Prof. Connor, S.J.

Th 112—*SEMINAR IN NEW TESTAMENT* (3)

By arrangement (both sems.)

Prof. to be announced

Th 118—*NEW TESTAMENT EXEGESIS* (3)

Wed., 4:30–6:15 (1st sem.)

By arrangement (2nd sem.)

Prof. to be announced

Th 120—*THE LETTERS OF GREGORY NAZIANZUS* (3)

This course will study the Greek text of the letters of St. Gregory Nazianzus, one of the three great Cappadocian Fathers of the fourth century, in the new edition of Paul Gallay. The manuscript tradition of the letters, their language and literary style will be studied. The content of the letters will serve as an introduction to the life and time of Gregory and his contemporaries, and their ideals of Christian life. Finally, the letters will exemplify the Christian humanism of Gregory Nazianzus, and the humanistic culture of the fourth century. Knowledge of Greek required.

By arrangement (both sems.)

Prof. Schatkin

Th 121—*THE LETTERS OF GREGORY NAZIANZUS* (3)

(same)

By arrangement (2nd sem.)

Prof. Schatkin

Th 122—*INTRODUCTION TO PATRISTIC THEOLOGY* (3)

In this course a survey will be made of patristic theology from the Apostolic Fathers to Dionysius the Areopagite. The patristic doctrine of the Trinity, man, creation, providence, and history will be examined with special reference to the prominent themes of the Fathers. The

sources and methodology of patristic theology will be analyzed, and the rival contemporary systems of thought (neo-Platonism, Stoicism) will be placed in perspective.

By arrangement (1st sem.)

M., W., F., 9:00–9:50 (2nd sem.)

Prof. Schatkin

Th 125—*BTI SEMINAR\*—THE BIBLE IN THE  
EARLY CHURCH*

(3)

By arrangement (2nd sem.)

Prof. O'Malley, S.J.)

Th 126—*AUGUSTINE: DE CIVITATE DEI*

(3)

Essential selections from this major work of Augustine's will be read in *Latin*, and will serve as an introduction to the life and thought of St. Augustine. The language, sources, structure, and apologetic method will be studied, and special attention will be paid to Augustine's concept of the church, his philosophy (theology) of history, and his concept of time, which will be compared with the concept of time in the *Confessions*. Latin required.

By arrangement (1st sem.)

Prof. Schatkin

Th 127—*AUGUSTINE: DE CIVITATE DEI*

(3)

(same)

By arrangement (2nd sem.)

Prof. Schatkin

Th 149—*MODERN THEOLOGICAL ISSUES*

(3)

This course will treat modern theological problems by examining the general trends in the history of Protestant and Catholic theology during the past 150 years. Special emphasis will be placed on the impact of critical history upon theology and the changing self-conception of the Roman Catholic Church in the new social and political environment of the modern age.

M., W., F., 9:00–9:50 (1st sem.)

Prof. Wangler

Th 150—*BONHOEFFER IN A WORLD COME OF AGE*

(3)

This course will be an examination of the teachings of Dietrich Bonhoeffer, beginning with a study of *Letters and Papers from Prison*. Extensive attention will also be given to the *Ethics*. The significance of religionless Christianity and the meaning of Christ for a world come of age will be discussed.

T., T., 3:00–4:15 (2nd sem.)

Prof. Brightman

Th 151—*THEOLOGICAL INNOVATORS*

(3)

This course will examine the theological synthesis offered by Reinhold Niebuhr, as an example of theological innovation in contemporary American Protestantism, and the work of John Courtney Murray, as an example of theological innovation in contemporary American Catholicism.

T., T., 1:30–2:45 (both sems.)

Prof. Callahan, S.J.

Th 160—*THE CHRISTIAN PERSONALITY* (3)

A study, in the light of the science of Psychology and an on-going sacred history, of the character which makes up the distinctly Christian personality and contributes to integration and maturity.

T., T., 3:00–4:15 (both sems.)

Prof. Leonard, S.J.

Th 161—*THEOLOGY OF THE CHURCH* (3)

This course presents an analysis of the Catholic Church which is at once historical, philosophical and theological. The course begins with the New Testament evidence, continues through the centuries in which the Church's self-awareness unfolds, and concludes with a consideration of the brilliant ecclesiological summaries provided in the documents of the Second Vatican Council.

M., W., F., 10:00–10:50 (1st sem.)

Prof. Ryan, S.J.

Th 162—*SACRAMENTAL THEOLOGY* (3)

This course studies the fulfillment of God's redemptive plan, which looks to the personal encounter of the individual with God, and requires, normally, union with Christ in the Church by means of the sacraments. This union, of life and worship, involves the theological questions of grace, the priesthood, and the liturgy, which will be emphasized in the course.

M., W., F., 1:00–1:50 (1st sem.)

Prof. Talbot, S.J.

Th 163—*MYSTICAL THEOLOGY* (3)

The ascetical preludes to the encounter with the Mystery of the Trinitarian God within and outside of the Christian Community; the metaphysics of numinous experience; the experiential connotation of Revelation in relation to apostolic involvement; the thematic continuity and development of Christian spirituality from encounter, to involvement, to Covenant; modes of this encounter, sacramental, contemplative, conceptual and non-conceptual, interpersonal.

T., T., 9:00–10:15 (Section A) (1st sem.)

Tues., 4:30–6:15 (Section B) (both sems.)

Prof. Burke, S.J.

Th 164—*THE NATURE, DIGNITY, DESTINY OF MAN* (3)

Some structures of belief and non-belief; structures of Catholic behavior-belief.

M., W., F., 10:00–10:15 (1st sem.)

Prof. Talbot, S.J.

Th 165—*THE MISSION OF THE CHURCH IN RECENT THEOLOGY* (3)

An investigation of two central questions in contemporary Christian theology: the secular meaning of the Gospel, and the secular mission of the Church.

By arrangement (Section A) (1st sem.) at Andover Newton Theological School, Newton Centre, Mass.

Tues., 4:30–6:15 (Section B) (both sems.) at Boston College

Prof. McBrien



Th 169—*LANGUAGE AND LITURGY* (3)

An examination of pertinent topics involving linguistics as well as non-verbal symbolism in liturgical and poetic-religious contexts including translations, hymnograph, liturgical reform and experimentation, the evaluation of liturgical form, and the unique linguistic problems of Eastern Churches in the West. Emphasis is not confined to the Judaeo-Christian tradition alone. Some individual research will be additionally required.

M., W., F., 1:00–1:50 (1st sem.)

Prof. Connolly  
Dept. of Linguistics

Th 170—*COMMUNITIES* (3)

This course will study the origin, growth, comparisons, contrasts and problems of three communities, Jewish, early Christian and modern Christian, as found in the Old Testament and New Testament and in the documents of Vatican II.

T., T., 9:00–10:15 (2nd sem.)

Prof. Carroll, S.J.

Th 171—*REVELATION, FAITH, AUTHORITY* (3)

An examination of the dynamics of faith and revelation in relationship to authority in a world oriented to change and the creation of the future. Special reference will be made to the work of such thinkers as Tillich, Jaspers, Bultmann, Barth, H. R. Niebuhr, McKenzie, Dewart and Reuther.

Wed., 4:30–6:15 (both terms)

Prof. M. Daly

Fall term, this course will meet on the campus of Andover Newton Theological School, Spring term at Boston College.

Th 172—*CHALLENGES TO CONTEMPORARY MAN* (3)

This course studies the place of religion in the economy of man's individual life and in the social order. It considers such questions as: Can events be the medium of God's self-disclosure? Is religion without God a live option for today? Are there truths that are absolute and normative? Is there a legitimate Catholic dissent from authentic Catholic teaching? What answer can a believer propose for the social ills of today?

T., T., 3:00–4:15 (2nd sem.)

Prof. Casey, S.J.

Th 175—*TRANSCENDENCE IN MODERN THEOLOGY* (3)

An examination of contemporary man's quest for God as reflected in recent theological thought on the problem of transcendence. Special references will be made to works of such thinkers as Teilhard de Chardin, Heidegger, Whitehead, Tillich, Dewart, Garoudy, Bloch, Cox, Metz and Moltmann.

T., T., 3:00–4:15 (Section A) (both sems.)

Thurs., 4:30–6:15 (Section B) (both sems.)

Prof. M. Daly

Th 176—*SEMINAR: LITERATURE AND THEOLOGY IN THE  
17TH CENTURY* (3)

Close readings of the principal religious writers (e.g., Donne, Browne, Bunyan) to explore the various ways in which literature and theology interact in the period.

Fri., 4:00–5:45 (2nd sem.)

Prof. Reiter  
Dept. of English

Th 178—*THE TASK OF THEOLOGY* (3)

This course seeks to assist the student in clarifying and criticizing his own processes of Christian understanding, and in placing in proper perspective the various courses which presume to express understanding with some measure of authority and/or competence.

T., T., 3:00–4:15 (both sems.)

Prof. McBrien

Th 179—*SEMINAR IN CHRISTOLOGY* (3)

This seminar will deal with new approaches to a systematic elaboration of a theology of Jesus Christ, without, therefore, neglecting the treatment of classical christology. Attention will be paid to the development and meaning of the Chalcedonian dogma, aspects of Lutheran christology, christology and New Testament criticism in the 19th and 20th centuries.

By arrangement (both sems.)

Prof. van Beeck, S.J.

Th 180—*THE BOOK OF GENESIS* (3)

An examination of the Book of Genesis in the light of archaeological and literary discoveries in the ancient Near East.

M., W., F., 9:00–10:15 (1st sem.)

Prof. Neiman

Th 181—*JEWISH THEOLOGY* (3)

A survey of the basic principles of religion and their expression in Judaism. Selections from the religious literature will be studied.

M., W. F., 10:00–10:50 (1st sem.)

Prof. Neiman

Th 182—*MODERN JUDAISM* (3)

A survey of modern Jewish philosophies and religious ideas and their influence on the development of Judaism and Jewish life in modern times, examined in the context of European history since the Age of the Enlightenment.

T., T., 1:30–2:45 (1st sem.)

Prof. Neiman

Th 183—*JEWISH THEOLOGY* (3)

A survey of the basic principles of the faith of Judaism as reflected in the standard classics of Jewish religious literature.

Wed., 4:30–6:15 (2nd sem.)

Prof. to be announced

Th 189—*HISTORY OF RELIGIONS* (3)

Contributions to the subject from the fields of history, sociology, and psychology, followed by a study of the religions of Greece and Rome, of the ancient Hebrews, of India and China, Islam, and American Protestantism.

Thurs., 4:30–6:15 (1st sem.)

Prof. Devenny, S.J.

Th 190—*HISTORY OF RELIGIONS* (3)

(same)

Thurs., 4:30–6:15 (2nd sem.)

Prof. Devenny, S.J.

Th 191—*RELIGIOUS ATTITUDES IN MODERN AMERICAN SOCIETY* (3)

An historical survey of the development of American religious thought and an investigation of the concepts of civil religions in our society. The evaluation of religious concepts in a democracy of the post-Christian era. Students considering this course should have a reasonably good knowledge of the main cultural currents shaping American history and some awareness of the sociological processes of our society.

Wed., 4:30–6:15 (1st sem.)

Prof. Gilmartin, S.J.

Th 192—*SOCIOLOGY OF RELIGION* (3)

An analysis of religion as a social phenomenon. The major topics covered are: the functional definition of religion, the social articulation of religion in an historical-evolutionary perspective, the problem of religious institutionalization, religion in modern society. The course is geared to the formulation of concepts and sociological insights that may be helpful to the understanding of present-day religious situation.

Wed., 4:30–6:15 (Section A) (both sems.)

M., W., F., 9:00–9:50 (Section B) (both sems.)

Prof. Steeman

Th 193—*SOCIOLOGICAL THEORY OF RELIGION* (3)

Depending very much upon the individual interests of the participants, this seminar will concentrate on the major problems in the sociological theory of religion. Topics are: the definition of religion as a dimension of human life, the social aspects of the religious phenomenon, the evolution of the religious symbol system, aspects of religion in modern society, the meaning of modern atheism.

Mon., 3:00–4:45 (1st sem.)

Prof. Steeman

Th 195—*BTI SEMINAR\*: THEOLOGY AND LITERATURE* (3)

By arrangement (1st sem.)

Prof. Appleyard, S.J.

Dept. of English

Th 195A—*BTI SEMINAR\*: ECUMENICAL SEMINAR* (3)

By arrangement (1st term)

Prof. Brightman

\*BTI Seminars are team-taught by at least two faculty members from different member schools of the Boston Theological Institute, and enroll students from the different member schools.



Th 196—*BTI SEMINAR\*: ETHICS AND URBANIZATION* (3)  
By arrangement (2nd sem.) Prof. Steeman

Th 197—*AMERICAN CHRISTIANITY* (3)

The background and basic beliefs of the major Protestant denominations and a history of the rise of the Catholic Church in the United States.

M., W., F., 1:00–1:1:50 (2nd sem.) Prof. Willis, S.J.  
Dept. of History

Th 199—*READINGS AND RESEARCH* (3)

By arrangement (both sems.) DEPARTMENT

## HIGHER EDUCATION

Boston College offers both the Ph.D. and D.Ed. degrees in higher education. The program attempts to serve the needs of professional workers and graduate students who desire careers in higher education. The curriculum is designed to utilize a wide range of instructional resources at the university in order that the broadest curriculum can be offered to students. The program prepares students, professional and research workers at the doctoral level in the following areas: college and university administration, student personnel, community college.

A total of forty-eight hours is required for the doctoral degrees, Twenty-four hours are selected from among the following courses.

Ed 370—*HISTORY AND THEORY OF HIGHER EDUCATION*

Ed 371—*ORGANIZATION AND ADMINISTRATION OF  
HIGHER EDUCATION*

Ed 372—*STUDENT PERSONNEL PROGRAMS IN HIGHER  
EDUCATION*

Ed 373—*COLLEGE PERSONNEL POLICIES AND PRACTICES*

Ed 374—*INTRODUCTION TO COMMUNITY-JUNIOR  
COLLEGE I*

Ed 375—*INTRODUCTION TO COMMUNITY-JUNIOR  
COLLEGE II*

Ed 376—*COLLEGE TEACHING*

Ed 377—*ISSUES IN AMERICAN HIGHER EDUCATION*

Ed 378—*UNIVERSITY SYSTEMS AND INTERNATIONAL  
STUDIES IN EDUCATION*

Ed 379—*SEMINAR IN ACADEMIC ADMINISTRATION*

Ed 470—*SEMINAR IN CURRICULUM IN HIGHER EDUCATION*

Ed 471—*SEMINAR IN INSTITUTIONAL RESEARCH AND  
PLANNING*

Ed 472—*SEMINAR IN CURRENT PROBLEMS IN HIGHER  
EDUCATION*

Ed 473—*COLLOQUIUM: STUDENT AND CAMPUS CULTURES*

Ed 474—*COLLOQUIUM: COMMUNITY-JUNIOR COLLEGE*

Ed 475—*INTERNSHIP IN UNIVERSITY ADMINISTRATION*

Ed 476—*INTERNSHIP IN STUDENT PERSONNEL*

Ed 477—*INTERNSHIP IN COMMUNITY-JUNIOR COLLEGE*  
Ed 478—*READING AND RESEARCH IN HIGHER EDUCATION*

The remaining 24 semester hours may be selected from a variety of interdepartmental courses in consultation with a program advisor.

**EDUCATION:**

Ed 208—*SOCIOLOGY OF EDUCATION*  
Ed 246—*COUNSELING PROCESS*  
Ed 261—*INFORMATION PROCESSING IN EDUCATION*  
Ed 303—*HISTORY OF MODERN EDUCATION*  
Ed 313—*SOCIAL PSYCHOLOGY*

**POLITICAL SCIENCE:**

Po 206—*POLITICS AND POLICIES IN METROPOLITAN AREAS*  
Po 208—*PROBLEMS IN PUBLIC ADMINISTRATION*

**PSYCHOLOGY:**

Ps 277—*FIELD WORK IN PSYCH-SOCIAL CHANGE*  
Ps 311—*TECHNIQUES OF COMMUNITY ANALYSIS*

**SOCIOLOGY:**

Sc 152—*COLLECTIVE BEHAVIOR*  
Sc 178—*SOCIOLOGY OF COMPLEX ORGANIZATION*

**BUSINESS:**

Ge 245—*HUMAN FACTORS IN ADMINISTRATION*  
Ge 282—*ORGANIZATION THEORY*

**INSTITUTE OF HUMAN SCIENCES:**

*URBAN DEVELOPMENTAL PLANNING, RESEARCH,  
AND POLICY*

**SPECIAL EDUCATION AND REHABILITATION**

The Education Department offers sequences of courses which prepare teachers and administrators of programs for the handicapped. Particular emphasis is given to problems related to blindness, mental retardation, emotional disturbance, and multiple handicaps. Programs are tailored to meet the specific needs and goals of individual students. Consideration is given to special requirements of the several states and the various accrediting agencies.

Programs have been planned to prepare students to teach:

- A. children who are mentally retarded.
- B. children who are emotionally and/or socially maladjusted.
- C. orientation and mobility (PERIPATOLOGY) to blind children and adults in community agencies and public and private schools.
- D. children who are blind or partially sighted.
- E. children with multiple handicaps including those who are deaf-blind.
- F. children with crippling conditions.

Experienced special educators may plan a post-master's degree program in such areas as:

1. planning and conducting research involving handicapped persons.
2. supervising special class teachers and/or special class student teachers.
3. teaching college level courses in Special Education.
4. curriculum construction for special classes.
5. planning and providing guidance services for handicapped children and youth.

The Peripatology Program is conducted with the cooperation and support of the Vocational Rehabilitation Administration of the U.S. Office of Health, Education and Welfare. Students enrolled in this program are afforded traineeships which include full tuition and fees plus monthly stipends for living expenses.

The programs for teachers of blind and deaf-blind children are conducted with the cooperation of the Perkins School for the Blind. The Perkins School awards scholarships which include tuition and fees for the academic year plus found and monthly stipends for incidentals.

A limited number of federal traineeships is offered through Boston College in the various areas of Special Education and Rehabilitation.

For more information regarding the programs and financial assistance available, write to the Program Coordinator of Special Education and Rehabilitation, Boston College, Chestnut Hill, Massachusetts 02167.

## COURSES OF INSTRUCTION

### HISTORY AND PHILOSOPHY OF EDUCATION

Ed 202—*MODERN EDUCATIONAL THOUGHT* (3)

A survey of recent and current philosophies of education through the writings of representatives of the major positions.

1970-71 F., 4:30-6:15 (1st sem.)	Prof. Lambert
Summer Session, 1971	Prof. Lambert
1971-72 F., 4:30-6:15 (1st sem.)	Prof. Lambert
Summer Session, 1972	Prof. Lambert

Ed 203—*PHILOSOPHY OF EDUCATION* (3)

Fundamental educational problems; the nature of the learner, the agencies responsible for education, the rights of parents, Church, and State regarding education, and the philosophical aspects of curriculum and methodology.

1970-71 Th., 4:30-6:15 (2nd sem.)	Prof. Moore
Summer Session, 1971	Prof. Moore
1971-72 Th., 4:30-6:15 (2nd sem.)	Prof. Moore
Summer Session, 1972	Prof. Moore

Ed 204—*EVOLUTION OF EDUCATIONAL DOCTRINE* (3)

An historical and philosophical study of the evolution of educational



theory. (This course fulfills the philosophy of education requirement for all master's programs in education and may, therefore, be substituted for Ed 202 or Ed 203.)

1970-71 W., 4:30-6:15 (1st sem.)	Prof. Power
Summer Session, 1971	Prof. Power
1971-72 W., 4:30-6:15 (1st sem.)	Prof. Power
Summer Session, 1972	Prof. Power

Ed 205—*HISTORY OF CATHOLIC EDUCATION IN THE UNITED STATES* (3)

A study of the origin and evaluation of Catholic elementary, secondary, and higher education from the founding of Georgetown College to contemporary times.

Not offered 1970-71.

Ed 208—*SOCIOLOGY OF EDUCATION* (3)

Education as a social process. Institutional structure of American education. The social roles of teachers, administrators, pupils. The group basis of education. Education and the community.

1970-71 (to be announced) To be announced

Ed 209—*HISTORY OF AMERICAN EDUCATION I*

A culturally-centered inquiry into seventeenth, eighteenth, and nineteenth century elementary, secondary, and higher education in the United States.

Summer Session, 1971	Prof. Moore
Summer Session, 1972	Prof. Moore

Ed 209A—*HISTORY OF AMERICAN EDUCATION II*

A study of twentieth-century education in the United States, with special attention to social, political, and legal influences on the school.

1970-71 M., 4:30-6:15 (1st sem.)	Prof. Moore
1971-72 M., 4:30-6:15 (1st sem.)	Prof. Moore

Ed 302—*HISTORY OF ANCIENT AND MEDIEVAL EDUCATION* (3)

Major movements in the evolution of educational theory and practice from Ancient Greece to the Renaissance.

1970-71 Th., 4:30-6:15 (1st sem.)	Prof. Power
1971-72 Th., 4:30-6:15 (1st sem.)	Prof. Power

Ed 303—*HISTORY OF MODERN EDUCATION* (3)

Main currents in the history of European education from the fifteenth through the nineteenth century.

1970-71 W., 4:30-6:15 (2nd sem.)	Prof. Power
1971-72 W., 4:30-6:15 (2nd sem.)	Prof. Power

Ed 304—*EDUCATION CLASSICS* (3)

A reading and discussion course based on the prominent men (e.g., Isocrates, Plato, Comenius, Pestalozzi, Dewey) and the great ideas (e.g., humanism, realism, empiricism, naturalism, pragmatism) in the history of educational thought.

Summer Session, 1971

Prof. Power

Summer Session, 1972

Prof. Power

Ed 305—*COMPARATIVE EDUCATION* (3)

An analysis of contemporary systems of education considered in the cultural context in which they operate, with emphasis on the solutions given by various nations to universal educational problems.

Summer Session, 1971

Prof. Lambert

Summer Session, 1972

Prof. Lambert

Ed 305A—*EDUCATION IN THE SOVIET UNION AND EASTERN EUROPE* (3)

A study of educational patterns in the Soviet Union and in the nations which have been in the Soviet sphere of influence.

Not offered 1970–71.

Ed 306—*PHILOSOPHY OF AMERICAN EDUCATION* (3)

An advanced course concentrating on the educational theories of pragmatism and realism.

1970–71 T., 4:30–6:15 (1st sem.)

Prof. Lambert

1971–72 T., 4:30–6:15 (1st sem.)

Prof. Lambert

Ed 307—*CONTEMPORARY ISSUES IN EDUCATIONAL THEORY* (3)

A detailed study of the principal current debates in educational philosophy.

1970–71 T., 4:30–6:15 (2nd sem.)

Prof. Lambert

1971–72 T., 4:30–6:15 (2nd sem.)

Prof. Lambert

Ed 400—*PROJECTS IN HISTORY AND PHILOSOPHY OF EDUCATION*

Open to advanced graduate students only. Credits to be determined. By arrangement.

Ed 402—*SEMINAR IN PHILOSOPHY OF EDUCATION* (3)

Research and reports on selected problems in contemporary educational theory.

1970–71 F., 4:30–6:15 (2nd sem.)

Prof. Lambert

1971–72 F., 4:30–6:15 (2nd sem.)

Prof. Lambert

Ed 403—*SEMINAR IN THE HISTORY OF EDUCATION* (3)

Selected problems in the history of education. Members of the seminar will prepare and present research papers.

1970-71 M., 4:30-6:15 (2nd sem.) Prof. Power

1971-72 M., 4:30-6:15 (2nd sem.) Prof. Power

*EDUCATIONAL PSYCHOLOGY*

Ed 211—*EDUCATIONAL PSYCHOLOGY* (3)

A study of development tendencies with emphasis upon the nature of intelligence and factors affecting the learning process.

1970-71 M., 4:30-6:15 (1st sem.) Prof. Crellin

Summer Session, 1971 To be announced

1971-72 M., 4:30-6:15 (1st sem.) Prof. Crellin

Summer Session, 1972 To be announced

Ed 214—*MODERN PSYCHOLOGY AND EDUCATION* (3)

An analysis of classical and modern theories of learning and their practical classroom implications.

Prerequisite: Undergraduate Educational Psychology

1970-71 T., 4:30-6:15 (2nd sem.) Prof. Travers

Th., 4:30-6:15 (2nd sem.) Prof. Travers

1971-72 T., 4:30-6:15 (2nd sem.) Prof. Travers

Th., 4:30-6:15 (2nd sem.) Prof. Travers

Ed 215—*PSYCHOLOGY OF ADOLESCENCE* (3)

The Psychology of Adolescence is an empirical and theoretical study of the adolescent personality through an analysis of developmental changes, behavioral characteristics, and the phenomena of psychic growth. Basic principles important to teaching adolescents will be emphasized.

1970-71 M., 4:30-6:15 (2nd sem.) Prof. Dacey

Summer Session, 1971 Prof. Dacey

1971-72 M., 4:30-6:15 (2nd sem.) Prof. Dacey

Ed 216—*CHILD PSYCHOLOGY* (3)

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychological and social environment. Normal developments, from conception to adolescence, is discussed within the framework of contemporary theories of child growth.

1970-71 T., 4:30-6:15 (2nd sem.) To be announced

1971-72 T., 4:30-6:15 (2nd sem.) To be announced

Summer Session, 1972 To be announced

Ed 218—*EDUCATION OF THE GIFTED* (3)

An analysis and study of the nature and development of gifted children. Educational provisions made for them especially in the culturally



deprived areas. Curricular needs indicated for them in the light of current research findings and in keeping with modern educational theory and practice.

1970-71 M., 4:30-6:15 (1st sem.)

To be announced

1971-72 M., 4:30-6:15 (1st sem.)

To be announced

Ed 312B—*ABNORMAL PSYCHOLOGY*

(3)

Types of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbances. (Designed for those with little or no background in psychology.)

1970-71 Th., 4:30-6:15 (2nd sem.)

To be announced

1971-72 Th., 4:30-6:15 (2nd sem.)

To be announced

Ed 313—*SOCIAL PSYCHOLOGY*

(3)

The principles of psychology applied to the individual in the social situation. Investigation of special topics of group and cultures, attitudes, group and crowd behavior, cooperation, leadership, social learning, and motivation.

1970-71 M.W.F., 1:00-1:50 (1st sem.)

Prof. Moosbruker

T.Th., 1:30-2:45 (2nd sem.)

Prof. Morgan

Ed 315—*INFORMATION SYSTEMS FOR INSTRUCTION*

(3)

An introduction to instructional approaches and supporting activities which utilize advances in communication technology, systems analysis, information storage and retrieval, evaluation techniques, programmed instruction and computers. Students will be assigned to projects appropriate to their backgrounds and interests.

1970-71 M., 4:30-6:15 (2nd sem.)

Prof. Jensen

1971-72 M., 4:30-6:15 (2nd sem.)

Prof. Jensen

Ed 317—*THEORIES OF PERSONALITY*

(3)

A basic and intensive course on the contribution of theoretical, clinical, and experimental work to the understanding of character and personality, with emphasis on the psychodynamic frame of reference.

1970-71 M.W.F., 3:00-3:50 (1st sem.)

Prof. Reynolds

M.W.F., 3:00-3:50 (2nd sem.)

Prof. VonFelsinger

Ed 318—*SEMINAR IN CASE STUDIES OF YOUNG CHILDREN*

(3)

Enables those working with young children to make fuller use of school behavior in achieving an understanding of the personalities of children. Specialists from the clinical fields present studies of children from the viewpoints of their disciplines. Each student undertakes a systematic exercise in gathering and interpreting data on an individual child.

1970-71 T., 4:30-6:15 (2nd sem.)

To be announced

Ed 319—*SEMINAR IN THE PSYCHOLOGY OF THE  
YOUNG CHILD* (3)

It is the purpose of this seminar to concentrate on a few aspects of the development of the young child, in each instance to systematize the body of available knowledge and to consider critically the extent to which educational procedure rests on this foundation. Possible areas to be studied are cognitive and attitudinal processes, sex role identification and the formation of values. Students are expected to undertake independent work, with the help of prepared bibliographies, and partake in presentation to the seminar.

1970-71 W., 4:30-6:15 (1st sem.) To be announced

Ed 410—*PROJECTS IN EDUCATIONAL PSYCHOLOGY*

Open to advanced graduate students only. Credits to be determined. By arrangement.

Ed 411—*COGNITIVE PROCESSES AND EDUCATION* (3)

An analysis of the theories and recent research on the development and function of cognitive processes, and their relationship to educational practice. The development of perceptual and intellectual systems, concept formation, information processing, planning behavior, the development of language, problem-solving, and creativity will be emphasized.

Admission by consent of the instructor

1970-71 M., 4:30-6:15 (1st sem.) Prof. Dacey

1971-72 M., 4:30-6:15 (1st sem.) To be announced

Ed 412—*SEMINAR IN THE PSYCHOLOGY OF LEARNING* (3)

An investigation of the learning process with particular emphasis upon the nature of learning (development of definitions of learning, types of learning, transfer, and the development of learning theory). Special attention will be given to recent studies of concept formation, problem-solving, the impact of the emotions upon learning, and neurological aspects of learning.

Admission by consent of the instructor.

1970-71 T., 4:30-6:15 (1st sem.) Prof. Haveman

1971-72 T., 4:30-6:15 (1st sem.) Prof. Haveman

Ed 413—*SEMINAR IN MOTIVATION: THEORY  
AND PRACTICE* (3)

A study of traditional theories (James, McDougall, Freud, Murray, Harlow, Maslow, Cronbach) and contemporary motivational systems (drive-reduction, self-stimulation, approach-withdrawal, arousal and reinforcement). Particular attention will be given to implications for classroom procedures.

Admission by consent of the instructor.

1971-72 F., 4:30-6:15 (2nd sem.) To be announced

Ed 414—*SEMINAR IN THEORIES OF INSTRUCTION* (3)

A survey of the literature concerning theories of instruction, and an investigation of several prominent theories. These would include both philosophical and empirical studies, such as Bruner, Ryans, Flanders, and other contemporary theorists.

Admission by consent of the instructor.

1970-71 Th., 4:30-6:15 (1st sem.)

Prof. Travers

1971-72 Th., 4:30-6:15 (1st sem.)

To be announced

Ed 415—*LANGUAGE, THOUGHT AND INSTRUCTION* (3)

The seminar will seek to explore the implications for instruction in language and thought of recent research primarily in the area of linguistics and psycholinguistics but also developmental psychology, verbal learning and education. Among the issues raised will be the relationship between language and thought, meaning and how it is acquired, differences between relevant theoretical orientations and models, and the relation of language and thought to social class differences.

1970-71 W., 4:30-6:15 (2nd sem.)

Prof. Crellin

1971-72 W., 4:30-6:15 (2nd sem.)

To be announced

Ed 416—*SEMINAR IN CHILD PSYCHOLOGY* (3)

An examination of the developmental sequence with particular emphasis upon physical, intellectual, emotional, and social aspects. Special attention will be given to particular topics or theories that illustrate either phases of development or emphasize the interrelated nature of development (for example, heredity, language development, socialization).

1970-71 W., 4:30-6:15 (1st sem.)

Prof. Travers

1971-72 W., 4:30-6:15 (1st sem.)

To be announced

ELEMENTARY EDUCATION

Ed 220A—*STUDENT TEACHING, ELEMENTARY SCHOOL* (6)

This ten-week field experience during February, March, and April of the second semester consists of classroom observation and teaching in a nearby elementary school under the supervision of a Cooperating Teacher and the Department of Education of the Graduate School. Student teachers meet in seminar sessions with the department supervisor to guide and support their work in the classroom. This course is for candidates in Elementary Education, Plan A.

By arrangement.

Prof. Martin

Ed 223A—*SEMINAR IN ELEMENTARY METHODS* (3)

Includes theories and practices related to the elementary curriculum: basic methods, techniques of teaching and extends to the study of the social studies, language arts (excluding reading) and their place in the elementary school curriculum. This course is for M.Ed. candidates, Plan A.

1970-71 Th., 4:30-6:15 (1st sem.)

Prof. Reyburn

1971-72 Th., 4:30-6:15 (1st sem.)

Prof. Reyburn



Ed 224A—*FRONTIERS OF ELEMENTARY EDUCATION* (3)

Focus is on inquiry into current experimentation, trends and established innovations in elementary school organization, curriculum and teaching-learning strategies. Emphasis is on critical analysis.

1970-71 T., 4:30-6:15 (1st sem.) Prof. Cotter

1971-72 T., 4:30-6:15 (1st sem.) Prof. Cotter

Ed 225A—*CHILDREN'S LITERATURE* (3)

The purpose of this course is to survey quality prose and poetry for developing an effective program in children's literature. Criteria for book selection and teaching procedures are examined.

1970-71 Th., 4:30-6:15 (1st sem.) Prof. Heins

Summer Session, 1971 To be announced

1971-72 Th., 4:30-6:15 (1st sem.) To be announced

Summer Session, 1972 To be announced

Ed 226A—*LANGUAGE ARTS IN THE ELEMENTARY SCHOOL* (3)

Focus is on the place of the language arts in the total elementary school curriculum. Topics included are integration of reading, writing, listening, and speaking; correlation of these four language arts areas with the content subjects; and a consideration of innovative spelling and handwriting programs.

1970-71 Th., 4:30-6:15 (2nd sem.) Prof. Tremont

Summer Session, 1971 Prof. Tremont

1971-72 Th., 4:30-6:15 (2nd sem.) Prof. Tremont

Ed 227A—*LINGUISTICS FOR TEACHERS* (3)

An introduction to linguistics and its application to the analysis of modern American English. The content focuses specifically on ways in which linguistic theory influences curriculum and instructional practices and materials in language arts programs.

1970-71 T., 4:30-6:15 (1st sem.) Prof. Savage

1971-72 T., 4:30-6:15 (1st sem.) Prof. Savage

Ed 228A—*MODERN MATHEMATICS IN THE ELEMENTARY SCHOOL* (3)

Development of some of the central unifying concepts in mathematics—investigation of the mathematical systems of natural numbers, integers, rational numbers, real numbers, sets, computer-oriented mathematics, elements of algebra, geometry, analytic geometry. Survey of pertinent literature found in current professional periodicals and publications. Major emphasis will be on content.

1970-71 M., 4:30-6:15 (1st sem.) Prof. Donahue

Summer Session, 1971 To be announced

1971-72 M., 4:30-6:15 (1st sem.) To be announced

Summer Session, 1972 To be announced

Ed 229A—*SOCIAL STUDIES IN THE ELEMENTARY SCHOOL* (3)

Current practices and new trends in curriculum, methods, materials and evaluation in history, geography and related social sciences, K-6.  
1970-71 Th., 4:30-6:15 (1st sem.) Prof. Cotter  
1971-72 Th., 4:30-6:15 (1st sem.) Prof. Cotter

Ed 320A—*SEMINAR IN ELEMENTARY EDUCATION* (3)

A synthesis of the student's knowledge and understanding of curriculum and instruction at the elementary level will be developed through analysis and discussion of significant published research and current critical literature. To be taken toward termination of the degree program only.

1970-71 W., 4:30-6:15 (2nd sem.) Prof. Cotter  
1971-72 W., 4:30-6:15 (2nd sem.) Prof. Cotter

Ed 321A—*CURRICULUM DEVELOPMENT IN ELEMENTARY EDUCATION* (3)

An examination of current theories and strategies for curriculum construction and participation in specific aspects of program development at the elementary school level.

1971-72 M., 4:30-6:15 (1st sem.) Prof. Cotter

Ed 322A—*PRACTICUM IN SOCIAL STUDIES CURRICULUM DEVELOPMENT* (3)

Offers in-depth analysis and evaluation of existing curriculum and guidance in revision or in new construction. Individual or group efforts may be directed toward specific aspects of programming or toward development of a total social studies curriculum, K-12. Designed for experienced teachers and administrators.

1971-72 T., 4:30-6:15 (2nd sem.) Prof. Cotter

Ed 420A—*PROJECTS IN ELEMENTARY CURRICULUM AND INSTRUCTION* (6)

Opportunity will be provided for competent students to engage in action research and curriculum construction projects directly related to classroom and school-community needs. Direction includes field observation and consultation by a faculty advisor.

Prerequisite: Consent of Program Coordinator  
By arrangement.

Ed 320B—*SEMINAR IN EARLY CHILDHOOD* (3)

A survey of current plans for the education of young children. Study will emphasize Montessori methodology, compensatory education and enrichment programs for the disadvantaged. Students will observe in centers where such programs are operating and study relevant research in depth.

1970-71 T., 4:30-6:15 (1st sem.) To be announced  
1971-72 T., 4:30-6:15 (1st sem.) To be announced

Ed 318—*SEMINAR IN CASE STUDIES OF YOUNG CHILDREN* (3)

Enables those working with young children to make fuller use of school behavior in achieving an understanding of the personalities of children. Specialists from the clinical fields present studies of children from the viewpoints of their disciplines. Each student undertakes a systematic exercise in gathering and interpreting data on an individual child.

1970-71 T., 4:30-6:15 (2nd sem.)

To be announced

Ed 319—*SEMINAR IN THE PSYCHOLOGY OF THE  
YOUNG CHILD* (3)

It is the purpose of this seminar to concentrate on a few aspects of the development of the young child, in each instance to systematize the body of available knowledge and to consider critically the extent to which educational procedure rests on this foundation. Possible areas to be studied are cognitive and attitudinal processes, sex role identification and the formation of values. Students are expected to undertake independent work with the help of prepared bibliographies, and partake in presentation to the seminar.

1970-71 W., 4:30-6:15 (1st sem.)

To be announced

Ed 220C—*STUDENT TEACHING, SECONDARY SCHOOL* (6)

This ten-week field experience during February, March and April of the second semester consists of classroom observation and teaching in a nearby secondary school under the supervision of a Cooperating Teacher and the Department of Education of the Graduate School. Student teachers meet in seminar sessions with the department supervisor to guide and support their work in the classroom. This course is for candidates in MAT-MST Plan B.

By arrangement.

Prof. Martin

Ed 221C—*M.A.T.-M.S.T. PRE-INTERN PROGRAM* (9)

The study of instructional materials, methods, and the technology of teaching considered appropriate to the intern teacher's specialized field. Special effort is made to include experiences which contribute to the improvement of instruction in the summer program and which strengthen the intern teacher's readiness to assume full responsibility for his classes during the year of internship.

During the morning hours of the Wellesley Six-Week Academic Summer Program, intern teachers have opportunity to observe classes in a number of subject-matter fields. They work primarily in the field of their specialty. Here, as members of a teaching team under the direction of their cooperating teacher, they practice the role of the teacher through supervised analysis of classroom management, planning lessons, preparing materials, keeping records, evaluating the work of students, tutoring individual students, working with small groups, assisting in large-group instruction, acting as laboratory assistants, and teaching complete lessons.



The Pre-Intern Program includes:

- Ed 220C—*STUDENT TEACHING, SECONDARY SCHOOL* (3)  
Ed 224C—*METHODS AND MATERIALS OF TEACHING* (3)  
Ed 211—*EDUCATIONAL PSYCHOLOGY* (3)  
Special Program Prof. Crellin and Staff  
Summer Session, 1971  
Summer Session, 1972

Ed 222C—*INTERNSHIP IN TEACHING* (3, 3)

A cooperative field experience under the supervision of the employing school system and the Department of Education. Intern teachers teach half the number of classes that comprise the assignment of a full-time teacher. For this work they receive one-half of the Massachusetts minimum salary.

Both Semesters Prof. Crellin

Ed 223C—*TECHNIQUES OF TEACHING IN THE SECONDARY SCHOOL* (3)

A study of instructional materials, methods, and the technology of teaching considered appropriate to the candidate's specialized field. Emphasis is given to the organization of classroom procedures. Particular attention is focused on planning, preparation, implementation, and evaluation.

1970-71 Th., 4:30-6:15 (1st sem.) Prof. Ruane  
1971-72 Th., 4:30-6:15 (1st sem.) To be announced

Ed 224C—*METHODS AND MATERIALS OF TEACHING* (3)

A special program developed by the director of the Pre-Internship Summer Session program at Wellesley and the staff of the Wellesley Public School Academic Summer Program.

Summer Session, 1971  
Summer Session, 1972

Ed 225C—*LITERARY TYPES FOR JUNIOR AND SENIOR HIGH* (3)

Historical development of major literary types—essay, short story, novel, drama, and poetry—with emphasis on those elements which may prove most interesting to the high school reader. Also, a study of selected works to determine appropriate methods of teaching these types.

Summer Session, 1971 Prof. Fitzgerald

Ed 320C—*SEMINAR IN SECONDARY EDUCATION* (3)

A review and discussion of significant crises facing American secondary schools as they relate to curriculum and instruction. Individual and group inquiry will be conducted on selected topics and presented for discussion.

1970-71 W., 4:30-6:15 (1st sem.) Prof. Crellin  
1971-72 N., 4:30-6:15 (1st sem.) Prof. Crellin

Ed 321C—*CURRICULUM DEVELOPMENT IN SECONDARY  
EDUCATION* (3)

The theory of curriculum development relative to foundations, procedures and design are examined. Trends in secondary school curriculum are discussed with emphasis on strategies for implementation.

1970-71 M., 4:30-6:15 (2nd sem.)

Prof. Ruane

1971-72 M., 4:30-6:15 (2nd sem.)

To be announced

Ed 420C—*PROJECTS IN SECONDARY CURRICULUM AND  
INSTRUCTION* (6)

Opportunity will be provided for competent students to engage in action research and curriculum construction projects directly related to classroom and school-community needs. Direction includes field observation and consultation by a faculty advisor.

Prerequisite: Consent of Program Coordinator

By arrangement.

Ed 223D—*INTRODUCTION TO DEVELOPMENTAL  
READING INSTRUCTION* (3)

Topics to be explored are specific readiness, decoding-first emphasis programs and reading comprehension programs. Current reading research, methodology, materials of instruction, and grouping patterns will also be considered. For students in Elementary Education Plan A; others by consent of instructor.

1970-71 W., 4:30-6:15 (1st sem.)

Prof. Tremont

1971-72 W., 4:30-6:15 (1st sem.)

Prof. Tremont

Ed 224D—*DEVELOPMENTAL READING INSTRUCTION* (3)

Designed for experienced teachers who have had an undergraduate course in teaching reading, this course involves examination of research, innovative practices, techniques and materials for teaching reading in the elementary school.

1970-71 M., 4:30-6:15 (1st sem.)

Prof. Savage

Summer Session, 1971

Prof. Tremont

1971-72 M., 4:30-6:15 (1st sem.)

Prof. Savage

Summer Session, 1972

Prof. Tremont

Ed 225D—*DIAGNOSTIC AND REMEDIAL TECHNIQUES IN  
READING* (3)

An advanced course for experienced teachers, it is designed to give the classroom teacher, reading supervisor, or special reading teacher skill in diagnosing and removing reading deficiencies.

Prerequisite: Ed 224D—*DEVELOPMENTAL READING*

*INSTRUCTION*

1970-71 Th., 4:30-6:15 (2nd sem.)

Prof. Savage

Summer Session, 1971

To be announced

1971-72 Th., 4:30-6:15 (2nd sem.)

Prof. Savage

Summer Session, 1972

To be announced

Ed 226D—*READING IN THE SECONDARY SCHOOL* (3)

Special emphasis is given to the principles, procedures and instructional materials used in teaching the fundamentals of reading at the junior and senior high level. Techniques for correcting specific reading difficulties are also examined.

1970-71 Th., 4:30-6:15 (1st sem.)

Prof. Scanlon

1971-72 Th., 4:30-6:15 (1st sem.)

To be announced

Ed 322D—*SEMINAR AND PRACTICUM IN REMEDIAL READING* (6)

An intensive study of techniques for diagnosing and treating reading deficiencies in elementary school children.

Conducted at the Nazareth Child Care Center, Jamaica Plain.

Prerequisite: Approval of Dr. John Savage

Summer Session, 1971

Prof. Savage

Summer Session, 1972

Prof. Savage

Ed 323D—*RESEARCH IN READING* (3)

This course is designed for prospective reading specialists. Representative experimental, correlational and clinical studies will be analyzed in terms of their design, statistical tests employed and the relationship between specific findings and general conclusions.

Prerequisite: consent of the instructor

1970-71 T., 4:30-6:15 (1st sem.)

Prof. Tremont

Ed 223E—*URBAN EDUCATION: CRUCIAL ISSUES I* (3)

Exploration of various aspects of teaching in the inner-city school: problems confronting the teacher; effects of economic and cultural deprivation on the development of the student; and attitudes of the teacher toward teaching in depressed area schools.

1970-71 M., 4:30-6:15 (1st sem.)

Prof. C. Smith

1971-72 M., 4:30-6:15 (1st sem.)

Prof. C. Smith

Ed 224E—*URBAN EDUCATION: CRUCIAL ISSUES II* (3)

The major purpose of this course is to consolidate the principles developed in Urban Education I by focusing them on a particular problem area of significance to educationally disadvantaged children.

Prerequisite: *URBAN EDUCATION I*

1970-71 M., 4:30-6:15 (2nd sem.)

Prof. C. Smith

1971-72 M., 4:30-6:15 (2nd sem.)

Prof. C. Smith

Ed 225E—*URBAN EDUCATION: PROGRAMS, METHODS, AND MATERIALS* (3)

Educational methods and curriculum development for the disadvantaged at different maturational levels: organization and planning of instructional activities: selection and preparation of materials; use of resources; selection of equipment, records, and reports. (Open to a



limited number of undergraduate students; enrollment is limited to 30 students.)

1970-71 T., 4:30-6:15 (2nd sem.)

Prof. C. Smith

Summer Session, 1971

Prof. C. Smith

1971-72 T., 4:30-6:15 (2nd sem.)

Prof. C. Smith

Ed 322E—*URBAN EDUCATION: INNER-CITY PRACTICUM* (3)

The specific nature of the practicum depends upon the background, the experiences and the professional goals of the candidate. The specific practicum will be determined by the candidate and his advisor. The practicum includes both a close working relationship with a faculty member (who is himself engaged in inner-city research) and an involvement with inner-city residents, schools, and/or institutions.

Prerequisite: Consent of program coordinator

By arrangement (2nd sem.)

Prof. C. Smith

Ed 223F—*INTRODUCTION TO EDUCATIONAL TECHNOLOGY* (3)

This course will consist of a brief review of the factors determining the need for technology in the classroom; a demonstration of the typical audiovisual equipment used in the classroom and analysis of how they can be integrated into the curriculum; practice in the operation of audiovisual equipment and production of materials. Field trips will play an integral part in the study of computer-assisted instruction, educational technology in a non-graded school, commercial development of curriculum materials. Enrollment will be limited to 30 students.

1970-71 W., 4:30-6:15 (1st sem.)

Prof. Pula

W., 4:30-6:15 (2nd sem.)

Prof. Pula

Summer Session, 1971

Prof. Fagone

1971-72 W., 4:30-6:15 (1st sem.)

Prof. Pula

W., 4:30-6:15 (2nd sem.)

Prof. Pula

Summer Session, 1972

Prof. Fagone

Ed 224F—*SELECTION, EVALUATION AND UTILIZATION OF INSTRUCTIONAL MATERIALS* (3)

A course that combines several general activities with a comprehensive analysis of audiovisual materials. One is concerned with sources of audiovisual materials—from free and inexpensive to the more sophisticated and costly productions; another is the development of criteria for determining the proper choice of materials for specific learnings with specific students, another is the development of evaluative techniques for gauging the effectiveness of instructional materials. Consideration will be given to recommended techniques for the utilization of materials in the classroom. Student projects will include development of units and lessons with heavy emphasis on media; student demonstrations will be videotaped to offer the individual student the benefits of self-analysis.

1970-71 M., 4:30-6:15 (2nd sem.)

Prof. DiGiammarino

1971-72 M., 4:30-6:15 (2nd sem.)

Prof. DiGiammarino

Ed 225F—*PRODUCTION OF INSTRUCTIONAL MATERIALS*

(3)

An intensive workshop analysis of basic principles of design and use of graphics. Demonstration and use of equipment for producing varied instructional materials including mounted still pictures, overhead transparencies, slides, filmstrips, 8mm and 16mm films; slide-tape presentations, bulletin board displays and feltboard applications. Students will demonstrate ability to utilize basic equipment and methods for the creation of instructional materials. Individual student projects in film-making and transparency-making will be required.

1970-71 M., 4:30-6:15 (1st sem.)

Prof. Fagone

Summer Session, 1971

Prof. Fagone

1971-72 M., 4:30-6:15 (1st sem.)

Prof. Fagone

Summer Session, 1972

Prof. Fagone

Ed 226F—*CLASSIFYING AND CODING INSTRUCTIONAL MATERIALS*

(3)

Includes classifying, assigning subject headings and cataloging printed library materials and non-print instructional materials; making author, title and subject cards, as well as analytics and other added entries; purchase of library cards. Designed to teach the place and purpose of media center (library) in the school, its objectives and organization. Includes study of media standards, costs of starting and maintaining a media center; use care, repair and circulation of all materials; the training of student assistants.

1970-71 T., 4:30-6:15 (2nd sem.)

To be announced

1971-72 T., 4:30-6:15 (2nd sem.)

To be announced

Ed 322F—*MEDIA SPECIALIST PRACTICUM*

(3)

An intensive study of the functioning of a media center. Students will be assigned to media centers in local school systems and will work on specific problems under the supervision of the coordinators of the Media Specialist Program and the local media center.

Prerequisite: consent of Program Coordinator

By arrangement. (2nd sem.)

Prof. Pula

Ed 223G—*SCIENCE IN THE ELEMENTARY SCHOOL*

(3)

An examination of the structure of science; fundamental concepts of the physical and biological sciences; pedagogical interrelationship between mathematics and science; inquiry and discovery methods, the development of science programs and curricula in the elementary school. Emphasis in the course will be on content.

1970-71 F., 4:30-6:15 (1st sem.)

Prof. Harris

Summer Session, 1971

Prof. Ladd

1971-72 F., 4:30-6:15 (1st sem.)

To be announced

Summer Session, 1972

Prof. Ladd

Ed 224G—*SCIENCE IN THE SECONDARY SCHOOL*

(3)

Current issues, trends and innovations in science education at the secondary level will be investigated and discussed.

1970-71 W., 4:30-6:15 (2nd sem.)	Prof. Ladd
Summer Session, 1971	Prof. Ladd
1971-72 W., 4:30-6:15 (2nd sem.)	Prof. Ladd
Summer Session, 1972	Prof. Ladd

### Ed 320G—*SEMINAR IN SCIENCE EDUCATION* (3)

This seminar is restricted to doctoral candidates with an emphasis in their programs on science education. The implications of research and problems and issues in science teaching K-12 will be investigated.

Prerequisite: Ed 223G—*SCIENCE IN THE ELEMENTARY SCHOOL*

Ed 224G—*SCIENCE IN THE SECONDARY SCHOOL*

1970-71 M., 4:30-6:15 (2nd sem.)	Prof. Ladd
1971-72 M., 4:30-6:15 (2nd sem.)	Prof. Ladd

### Ed 430G—*INTERNSHIP IN SCIENCE EDUCATION* (3)

A specialized program designed for doctoral candidates with an emphasis on science education. Direct involvement will be provided in one or more of the following: undergraduate methods courses, supervision of student teachers, research and development, consultation and in-service education. The program affords practical experience in the area in which each candidate anticipates involvement upon completion of the degree.

By arrangement. Prof. Ladd

## COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY

### Ed 240—*PRINCIPLES AND TECHNIQUES OF GUIDANCE* (3)

The principles, philosophy, practices and tools employed in organized guidance programs. A basic professional course for future workers in the field of guidance and personnel, as well as a survey for teachers and administrators accompanied by brief laboratory experience in phases of guidance. Open only to students enrolled for a degree.

1970-71 W., 4:30-6:15 (1st sem.)	Prof. Cottle
Summer Session, 1971	Prof. Cottle
1971-72 W., 4:30-6:15 (1st sem.)	Prof. Cottle
Summer Session, 1972	Prof. Cottle

### Ed 241—*ORGANIZATION AND ADMINISTRATION OF GUIDANCE AND PERSONNEL SERVICES* (3)

Starting, organizing, administering, and evaluating guidance services at various educational levels. Emphasis on philosophical framework for action, and an understanding of human relations problems in administration.

1970-71 M., 4:30-6:15 (2nd sem.)	Prof. Landy
1971-72 M., 4:30-6:15 (2nd sem.)	Prof. Landy
Summer Session, 1972	Prof. Shea



Ed 242—*IDENTIFICATION AND PREVENTION IN  
ELEMENTARY SCHOOL GUIDANCE* (3)

Consideration of the psychological, sociological and educational deficiencies contributing to pupil problems in the elementary school and how the elementary school guidance worker and the teacher identify them for preventive work or referral.

1970-71 T., 4:30-6:15 (1st sem.)

Prof. Murphy, O.P.

1971-72 T., 4:30-6:15 (1st sem.)

Prof. Murphy, O.P.

Ed 243—*COUNSELING AND GROUP PROCESSES IN  
THE ELEMENTARY SCHOOL* (3)

A study of counseling and supporting group processes as they apply to the role of the elementary school guidance worker. Theory and practice for the guidance worker in establishing relationships with students, teachers and parents. Laboratory experience in group dynamics.

1970-71 T., 4:30-6:15 (2nd sem.)

Prof. Murphy, O.P.

1971-72 T., 4:30-6:15 (2nd sem.)

Prof. Murphy, O.P.

Summer Session, 1972

Prof. Murphy, O.P.

Ed 244—*COUNSELING IN NON-SCHOOL SETTINGS* (3)

Counseling processes modified by demands of varied non-school settings (Employment Service, Rehabilitation, Community agencies), problems of supervising counseling support personnel, developing outreach programs. This course should not be counted toward school counselor certification.

1971-72 To be offered Fall, 1971

Summer Session, 1972

Prof. Wegner

Ed 245—*CLINICAL CHILD GUIDANCE* (3)

Application of psychological data and methods to clinical problems of childhood. Emphasis is placed on school related problems such as emotional correlates to learning and behavior. Evaluation of modern clinical procedures in diagnosis and counseling is reviewed.

1970-71 W., 4:30-6:15 (2nd sem.)

Prof. Kelly

Summer Session, 1971

Prof. Kelly

1971-72 W., 4:30-6:15 (2nd sem.)

Prof. Kelly

Ed 246—*THE COUNSELING PROCESS* (3)

The nature of the counseling process. Theories, schools, and techniques of counseling. Techniques of interviewing. Common and special counseling problems at various school levels.

Ed 240—*PRINCIPLES AND TECHNIQUES OF GUIDANCE*, or its equivalent, is a prerequisite for this course.

1970-71 T., 4:30-6:15 2nd sem.)

Prof. Moynihan, S.J.

Summer Session, 1971

Prof. Wegner

1971-72 T., 4:30-6:15 (2nd sem.)

Prof. Moynihan, S.J.

Ed 247—*PERSONALITY DEVELOPMENT AND MENTAL  
HEALTH OF THE CHILD* (3)

The psychodynamics of personality development in the normal child will be reviewed as background for a consideration of the social, psychological, and familial characteristics of the urban poor. Emphasis is placed on the motivational structure and value systems of the disadvantaged child and their implications for counselors and teachers in the urban schools.

1970-71 F., 4:30-6:15 (1st sem.)  
Summer Session, 1971

Prof. Kelly  
Prof. Kelly

Ed 248—*VOCATIONAL INFORMATION  
AND PLACEMENT* (3)

Evaluation, classification, and use of educational and occupational literature for counseling and the teaching of occupations. Techniques of placement and personnel work. Introduction to the sociology and psychology of careers.

1970-71 M., 4:30-6:15 (1st sem.)  
Summer Session, 1971

Prof. Shea  
Prof. Shea  
Prof. Shea

1971-72 M., 4:30-6:15 (1st sem.)

Ed 249—*THE ROOTS OF CAREERS: THE ELEMENTARY  
SCHOOL* (3)

Designed to examine concepts of career development in the elementary school population. Special attention will be given to the study of career development information materials, equipment, curriculum, design, and work habits, and, the consultative role of the counselor in an institutional setting.

1970-71 Th., 4:30-6:15 (1st sem.)  
Summer Session, 1971

Prof. Murphy, O.P.  
Prof. Murphy, O.P.  
Prof. Murphy, O.P.

1971-72 Th., 4:30-6:15 (1st sem.)

Ed 312A—*ABNORMAL PSYCHOLOGY* (3)

Type of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbances. For people with an extensive background in psychology such as counseling majors or psychology majors.

Prerequisite: Consent of Prof. Moynihan, S.J.

1970-71 Th., 4:30-6:15 (2nd sem.)  
1971-72 Th., 4:30-6:15 (2nd sem.)  
Summer Session, 1972

Prof. Moynihan, S.J.  
Prof. Moynihan, S.J.  
To be announced

Ed 340—*COUNSELING AND THERAPY IN GROUPS* (3)

A consideration of the principles and techniques of group counseling and therapy involving an analysis of current concepts and procedures of various approaches to group dynamics.

1970-71 Th., 4:30-6:15 (1st sem.)

To be announced

Ed 341—*BEHAVIOR DISORDERS IN CHILDHOOD AND ADOLESCENCE* (3)

An examination of the causes, management and treatment of overt behavioral or acting out disorders in childhood and adolescence. Emphasis is placed on the schools and juvenile delinquency and specific behaviors such as hyperaggressiveness, truancy, drug and alcohol abuse and delinquency treatment and control.

1971-72 M., 4:30-6:15 (1st sem.) Prof. Kelly

Ed 342—*INTRODUCTION TO PLAY THERAPY* (3)

Theoretical approach to play therapy as a treatment process with elementary or pre-school children. Limited laboratory or pre-practicum experience.

1971-72 W., 4:30-6:15 (1st sem.) To be announced

Ed 343—*CASE STUDIES, DIAGNOSIS-CHILDHOOD* (3)

An intensive study of case methods, recording of data and the interview. Practice in diagnosis and interviewing under supervision.

Prerequisite: Ed. 240 and either 243 or 244 or 246.

1970-71 M., 4:30-6:15 (1st sem.) Prof. Kelly

Summer Session, 1972 Prof. Kelly

Ed 343A—*CASE STUDIES, DIAGNOSIS-ADOLESCENTS AND ADULTS* (3)

An intensive study of case methods, recording of data and the interview. Practice in diagnosis and interviewing under supervision.

Prerequisite: Ed 240 and 243 or 244 or 246.

1970-71 M., 4:30-6:15 (2nd sem.) Prof. Shea

Summer Session, 1972 Prof. Shea

Ed 344—*DYNAMIC PSYCHOLOGY OF INDIVIDUAL BEHAVIOR* (3)

The driving forces of human nature. Emphasis on the counseling and clinical implications of the affective and cognitive dynamics; needs, emotions, attitudes, values, and their relation to personality and character development and integration.

1970-71 W., 4:30-6:15 (1st sem.) Prof. Moynihan, S.J.

1971-72 W., 4:30-6:15 (1st sem.) Prof. Moynihan, S.J.

Ed 345—*TRAIT-FACTOR-SELF THEORY* (3)

A study of theory and methods of assessing and integrating data concerning the individual's aptitudes, abilities and self-concept. Psychological areas such as learning theory, personality theory and motivation are synthesized to promote articulation of a professional frame of reference for the counseling psychologist.

1970-71 F., 4:30-6:15 (1st sem.) Prof. Cottel

Summer Session, 1972 Prof. Cottle



Ed 346—*BEGINNING COUNSELING PRACTICUM*. (3)

Work under direct supervision with actual clients wishing educational-vocational counseling in a setting at the level in which the counselor expects to work.

Prerequisite: Consent of Prof. Cottle in advance.

1970-71 M., 4:30-6:15 (1st sem.)	To be announced
T., 4:30-6:15 (1st sem.)	Prof. Shea
Th., 4:30-6:15 (1st sem.)	Prof. Lawlor, S.J.
F., 4:30-6:15 (1st sem.)	Prof. Murphy, O.P.
M., 4:30-6:15 (2nd sem.)	To be announced
W., 4:30-6:15 (2nd sem.)	To be announced
Th., 4:30-6:15 (2nd sem.)	Prof. Shea
F., 4:30-6:15 (2nd sem.)	Prof. Boles
Summer Session, 1971	

Ed 347—*PRACTICUM IN CHILD GUIDANCE* (3)

A practicum at the elementary school level for candidates who have completed course work for the master's degree.

Prerequisite: Consent of Prof. Cottle in advance.

1970-71 Th., 4:30-6:15 (1st sem.)	Prof. Kelly
M., 4:30-6:15 (2nd sem.)	Prof. Kelly
Th., 4:30-6:15 (2nd sem.)	Prof. Murphy, O.P.
Summer Session, 1971	

Ed 348—*ADVANCED COUNSELING PRACTICUM* (3)

Work under supervision with clients needing counseling for any of the reasons usually occurring in an ordinary high school or college guidance and counseling program.

Prerequisite: Consent of Prof. Cottle in advance.

1970-71 W., 4:30-6:15 (1st sem.)	Prof. Wegner
Th., 4:30-6:15 (1st sem.)	Prof. Shea
M., 4:30-6:15 (2nd sem.)	Prof. Wegner
T., 4:30-6:15 (2nd sem.)	Prof. Shea
F., 4:30-6:15 (2nd sem.)	Prof. Kelly
Summer Session, 1971	

Ed 349—*PRACTICUM IN PLAY THERAPY* (3)

1971-72 W., 4:30-6:15 (2nd sem.)	To be announced
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Ed 349A—*PRACTICUM IN GROUP DYNAMICS* (3)

An intensive laboratory treatment involving practice of various forms of group dynamics in school and non-school settings.

1970-71 W., 4:30-6:15 (2nd sem.)	To be announced
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Ed 440—*INDIVIDUAL PSYCHOLOGICAL TESTING-THEORIES* (3)

Examination of theories of individual psychological testing with a number of the most commonly used instruments. Limited laboratory experience.

Offered when the demands warrant it.

Ed 441—*SEMINAR IN EVALUATION IN COUNSELING* (3)

Consideration of principles of evaluation and measurement as applied to special problems in guidance and counseling psychology. Research and reports on selected problems. For advanced graduate students who have had Ed 240, Ed 241, and Ed 262, Ed 264, or Ed 265.

1970-71 Th., 4:30-6:15 (2nd sem.)

Prof. Wegner

1971-72 Th., 4:30-6:15 (2nd sem.)

Prof. Wegner

Ed 442—*SEMINAR IN COUNSELING THEORY AND RESEARCH* (3)

An examination of current hypotheses and theories in guidance and counseling psychology to assist the advanced graduate student to evaluate them toward inclusion in his developing frame of reference. Research and reports on selected problems.

1970-71 T., 4:30-6:15 (1st sem.)

Prof. Wegner

1971-72 T., 4:30-6:15 (1st sem.)

Prof. Wegner

Ed 443—*SEMINAR IN VOCATIONAL DEVELOPMENT* (3)

A study of the relation of career development to general development and life choices. Intensive review and discussion of theory and research in career development. Optional participation in current research.

1971-72 M., 4:30-6:15 (2nd sem.)

Prof. Shea

Ed 444—*SEMINAR IN COUNSELING SUPERVISION* (3)

Methods and techniques of supervising counselor trainees in counseling practicum, internship, or in-service training programs. Supervision and training of counseling support personnel. Designed for the advanced graduate student who is planning to become a counselor supervisor or counselor educator.

Prerequisite: Consent of Prof. Cottle in advance.

1970-71 W., 7:00-8:45 (2nd sem.)

Prof. Cottle

1971-72 W., 7:00-8:45 (2nd sem.)

Prof. Cottle

Ed 445—*COMMUNICATION IN COUNSELING* (3)

A seminar devoted to verbal and non-verbal aspects of communication in the interview and in groups accompanied by intensive laboratory experience in conducting and analyzing experiments in communication.

Summer Session, 1971

Prof. Cottle

Ed 446—*SEMINAR IN PUPIL PERSONNEL SERVICES BELOW THE COLLEGE LEVEL* (3)

Problems in organizing and administering pupil personnel services in grades K-12. Designed for the advanced graduate student planning to become a director of guidance or school administrator.

1970-71 M., 4:30-6:15 (1st sem.)

Prof. Landy

1971-72 M., 4:30-6:15 (1st sem.)

Prof. Landy

Ed 449—*SUPERVISED FIELD WORK IN COUNSELING  
PSYCHOLOGY*

(3)

One hundred and fifty clock hours of psychodiagnostic and interviewing experience, under immediate supervision, with clients in an approved counseling or clinical setting. Opportunity is provided for participation also in group counseling and therapeutic sessions, and for participation in staff conferences.

Prerequisite: Ed. 348 and consent of Prof. Wegner in advance.

1970-71 W., 4:30-6:15 (2nd sem.)

Prof. Wegner

1971-72 W., 4:30-6:15 (2nd sem.)

Prof. Wegner

*ADMINISTRATION AND SUPERVISION*

Ed 251—*INTRODUCTION TO EDUCATIONAL  
ADMINISTRATION*

(3)

An overview of the field of educational administration. Will consider the organization of American education in terms of its local, state, and federal relationships; the administration of American education in terms of general policies and practices utilized at its various levels; current issues in organization and administration.

The basic course for those majoring in administration and supervision.

1970 M., 4:30-6:15 (1st sem.)

Prof. M. Griffin

Summer Session, 1971

To be announced

1971-72 M., 4:30-6:15 (1st sem.)

To be announced

Summer Session, 1972

To be announced

Ed 252—*PERSONNEL ADMINISTRATION*

(3)

Problems of staffing, including recruiting, selecting, retaining, and evaluating, with emphasis on optimum use of human resources. Relation of the administrator to various policy-making bodies, to professional and lay publics, and to student personnel.

1970-71 T., 4:30-6:15 (1st sem.)

Prof. Norton, S.V.D.

Summer Session, 1971

Prof. Norton, S.V.D.

1971-72 T., 4:30-6:15 (1st sem.)

Prof. Norton, S.V.D.

Summer Session, 1972

Prof. Norton, S.V.D.

Ed 253B—*FEDERAL FUNDING AND LOCAL SCHOOL  
OPERATION*

(3)

The purpose of this course is to examine sources of federal and state funds available to educational institutions, public and private, as well as the issues raised by the implications of funding, such as; the shortage of qualified staff to implement new programs, local autonomy vs. categorical aid, general aid vs. categorical aid with respect to innovation and/or improvement in educational opportunities. Topics will vary to include a study of most recent legislation and issues resulting therefrom. Students will have opportunities to acquaint themselves thoroughly with guidelines through the writing of individual proposals requesting grants.

1970-71 M., 4:30-6:15 (2nd sem.)

Prof. Nuccio

1971-72 F., 4:30-6:15 (2nd sem.)

Prof. Nuccio



Ed 254—*THE ELEMENTARY SCHOOL PRINCIPALSHIP* (3)

This course will deal with the varied aspects of elementary education as they relate to the duties and responsibilities of the elementary school principal. Recent developments in elementary school organization, curriculum, instructional techniques and supervision will be critically examined in reference to the chief responsibility of the elementary principal—instructional leadership. The concept of the elementary principal as an educational statesman will be developed.

1971-72 T., 4:30-6:15 (2nd sem.) Prof. M. Griffin

1970-71 T., 4:30-6:15 (2nd sem.) Prof. M. Griffin

Ed 255—*THE SECONDARY SCHOOL PRINCIPALSHIP* (3)

Will deal with current administrative principles and practices essential to effective secondary school organization and management. Will consider the educational leadership required of the secondary school principalship in such areas as scheduling, staff utilization, plant operations, student activities, and school-community relations. Problems related to "middle management" role of the principal are examined both theoretically and operationally.

1970-71 T., 4:30-6:15 (1st sem.) Prof. W. Griffin

1971-72 Th., 4:30-6:15 (1st sem.) Prof. W. Griffin

Summer Session, 1972 Prof. W. Griffin

Ed 256—*LEGAL ASPECTS OF EDUCATIONAL ADMINISTRATION I* (3)

The legal rights, duties, and liabilities of school personnel generally in relation to their employing educational agencies, their professional and non-professional colleagues, pupils, and parents. An introductory course intended for classroom teachers, prospective administrators, and practicing administrators.

1970-71 Th., 4:30-6:15 (1st sem.) Prof. Roach

Summer Session, 1971 To be announced

1971-72 F., 4:30-6:15 (1st sem.) Prof. Roach

Summer Session, 1972 To be announced

Ed 257—*ADMINISTRATIVE COMMUNICATION* (3)

This course is designed to analyze and synthesize the process of communication as a fundamental tool of the school administrative at any level. The definitions, elements, dynamics, conditions and activities of the communication process will be studied in the actual context of the school situation.

1970-71 T., 4:30-6:15 (2nd sem.) Prof. Norton, S.V.D.

1971-72 F., 4:30-6:15 (2nd sem.) Prof. Norton, S.V.D.

Ed 259—*SUPERVISION* (3)

A course planned for supervisors, principals, and teachers interested in school administration. Supervisory problems are studied in the areas

of pupil-teacher relationship, curriculum devices, modern trends of supervision and new techniques of instruction which aim to improve the teacher-learning situation.

1970-71 F., 4:30-6:15 (1st sem.)

Prof. W. Griffin

Summer Session, 1971

Prof. W. Griffin

1971-72 W., 4:30-6:15 (1st sem.)

Prof. W. Griffin

Summer Session, 1972

Prof. W. Griffin

Ed 351—*ADMINISTRATIVE CASE STUDIES* (3)

Case materials from actual situations in school systems will form the basis for discussion. Will emphasize the decision-making function of the administrator.

Prerequisite: Prior approval of instructor.

1970-71 Th., 4:30-6:15 (2nd sem.)

Prof. M. Griffin

1971-72 M., 4:30-6:15 (2nd sem.)

Prof. M. Griffin

Ed 353—*INTRODUCTION TO EDUCATIONAL FINANCE  
AND SCHOOL BUSINESS MANAGEMENT* (3)

Will include (1) a study of the application of basic economic analysis to the problems and issues of school finance including federal-state-local relationships, and (2) an overview of the problems relating to business management of the educational enterprise.

1970-71 W., 4:30-6:15 (1st sem.)

Prof. Chaffee

1971-72 W., 4:30-6:15 (2nd sem.)

Prof. Chaffee

Summer Session, 1972

To be announced

Ed 353B—*SEMINAR IN FINANCING AND BUSINESS  
MANAGING OF SCHOOLS* (3)

This seminar will consider in depth the major current sources of school financial aid: local, state and federal. Special emphasis on the evaluation of the current state aid and federal programs. Will focus on and observe at first-hand sound business management practices operative in selected school systems. Each student will complete a significant field of study in one area of school business management.

Prerequisite: Ed 353

1970-71 F., 4:30-6:15 (2nd sem.)

Prof. Chaffee

Ed 354—*ADMINISTRATION OF THE LOCAL  
SCHOOL SYSTEM* (3)

Will consider the duties and problems of the local administrator in the areas of the instructional program; staff personnel management; pupil administration; school plant utilization; school business affairs; school-community relations; and the appraisal of school system operations.

Prerequisite: Prior approval of Instructor.

1970-71 W., 4:30-6:15 (1st sem.)

Prof. Roach

1971-72 W., 4:30-6:15 (1st sem.)

Prof. Roach

Ed 355—*ADMINISTRATIVE BEHAVIOR* (3)

Will study the feasibility of administrative theories for the practitioner and offer opportunities for the practitioner to develop his own administrative theory. All administrative behavior is examined against major administrative theoretical framework.

1970-71 F., 4:30-6:15 (1st sem.) Prof. M. Griffin

Summer Session, 1971 Prof. M. Griffin

Summer Session, 1972 Prof. M. Griffin

Ed 356—*LEGAL ASPECTS OF EDUCATIONAL ADMINISTRATION II* (3)

The legal rights, duties, and liabilities of school administrators in the areas of school finance, school property, contracts, and tort liabilities. Particular attention will be developed to the powers and duties of local school district boards and school committees. Will also consider Massachusetts General laws relating to school administration and significant court decisions. For superintendents and other central office personnel, principals, and prospective administrators.

Prerequisite: Ed 256 or equivalent

1970-71 T., 4:30-6:15 (2nd sem.) Prof. Roach

1971-72 W., 4:30-6:15 (2nd sem.) Prof. Roach

Ed 357—*SCHOOL PLANT PLANNING AND OPERATION* (3)

Will consider criteria for adequate school plants; building operation and management; the relation between the educational program and the related school facilities; site selection and development; building layout; financial problems. Special emphasis on the evaluation of existing school plants. Visits to new school buildings of special interest.

1971-72 W., 4:30-6:15 (1st sem.) Prof. Chaffee

Ed 358—*FUNDAMENTALS OF INFORMATION PROCESSING FOR ADMINISTRATORS* (3)

Designed for students with little or no prior exposure to information processing procedures and equipment. The history of data processing and the nature of contemporary punched-card and electronic information storage will be introduced. Consideration of the basic mechanical equipment, time-sharing computer procedures and utilization of computers for accounting, budget, pupil scheduling, financial management and personnel management. Introduction to the design of information processing systems.

1970-71 M., 4:30-6:15 (1st sem.) Prof. Schmitt

Summer Session, 1971 Prof. Schmitt

1971-72 M., 4:30-6:15 (1st sem.) To be announced

Summer Session, 1972 Prof. Schmitt

Ed 359—*SYSTEMS ANALYSIS FOR ADMINISTRATORS* (3)

Introduction to the basic principles of operations research and systems analysis with particular emphasis on critical path analysis and



computer simulation as management tools. Practical experience in interpretation of data produced by information processing systems is provided. A knowledge of basic algebraic principles is essential.

Prerequisite: Ed 358 or equivalent

1970-71 M., 4:30-6:15 (2nd sem.)

Prof. Schmitt

Summer Session, 1971

Prof. Schmitt

1971-72 M., 4:30-6:15 (2nd sem.)

To be announced

Summer Session, 1972

Prof. Schmitt

#### Ed 450—*PROJECTS IN ADMINISTRATION AND SUPERVISION* (3)

Under the direction of a faculty member, who serves as Project Director, each student develops and carries to completion a significant field-type study in some area of administration and/or supervision. Open to advanced graduate students only.

By arrangement.

#### Ed 451—*INTERNSHIP IN EDUCATIONAL ADMINISTRATION* (6)

Doctoral level students will have a full semester clinical-type experience in an administrative role in an urban or suburban school system or other appropriate educational organization. The intern will be in an operational decision-making capacity under the direct supervision of an experienced school administrator, and will (1) submit a role proposal, bi-weekly progress journals, and a summary report, (2) be responsible for reading a prepared list of outside references, and (3) participate in a weekly on-campus seminar in advanced educational administration.

Prerequisite: Prior approval of instructor

By arrangement (1st or 2nd sem.)

Prof. W. Griffin

#### Ed 452—*SEMINAR IN PROBLEMS OF SCHOOL ADMINISTRATION* (3)

Guided study and discussion of significant problems in school administration. Individual and group projects will require extensive reading in current professional literature.

Prerequisite: Prior approval of instructor.

1970-71 W., 4:30-6:15 (2nd sem.)

Prof. W. Griffin

1971-72 W., 4:30-6:15 (2nd sem.)

Prof. W. Griffin

#### Ed 453—*SUPERVISION II* (3)

A course designed for administrators interested in knowing how to assess needs for change and how to stimulate the public, the policy-making board, and the staff to plan and effect these changes. Feed-back systems appropriate to various administrative levels are studied and simulated.

Prerequisite: Ed 259 or Equivalent

1970-71 M., 4:30-6:15 (2nd sem.)

Prof. W. Griffin

1971-72 Th., 4:30-6:15 (2nd sem.)

Prof. W. Griffin

Ed 454—*INTERNSHIP IN EDUCATIONAL  
ADMINISTRATION*

(3)

Doctoral level students will have a one-half semester clinical type experience in an administrative role in an urban or suburban school system or other appropriate educational organization. The intern will be in an operational decision-making capacity under the direct supervision of an experienced school administrator, and will (1) submit a role proposal, bi-weekly progress journals, and a summary report, (2) be responsible for reading a prepared list of outside references, and (3) participate in a weekly on-campus seminar in advanced educational administration.

Prerequisite: Prior approval of instructor.

By arrangement (1st and 2nd sem.)

Prof. W. Griffin

Ed 455—*EDUCATIONAL LEADERSHIP*

(3)

Will explore the relationship of group dynamics, human relations, etc. to the role of leader in the educational enterprise.

1970-71 Th., 4:30-6:15 (2nd sem.)

Prof. Norton, S.V.D.

1971-72 Th., 4:30-6:15 (2nd sem.)

Prof. Norton, S.V.D.

Ed 456—*THE SCHOOL AS A COMMUNITY INSTITUTION*

(3)

Studies the political, economic, and social forces affecting the local school with particular attention to the improvement of school-community relations.

1970-71 Th., 4:30-6:15 (1st sem.)

Prof. Norton, S.V.D.

1971-72 Th., 4:30-6:15 (1st sem.)

Prof. Norton, S.V.D.

Ed 457—*EDUCATION AND THE POLITICAL PROCESS*

(3)

A course aimed at enabling school administrators to recognize the political dimensions of educational leadership.

Will investigate the relationships between present-day political realities and education, particularly in urban areas. Will consider the impact of politics on educational operations and development as well as the emergence of "educational issues" in politics at the local, state, and federal levels.

1970-71 M., 4:30-6:15 (1st sem.)

Prof. Roach

1971-72 M., 4:30-6:15 (1st sem.)

Prof. Roach

Ed 458—*THE LAW AND NON-PUBLIC EDUCATION*

(3)

A survey of current legal concepts concerning the operation of church-related and private educational institutions in such areas as organizational structure, contractual obligations, tort liability, etc. Extensive discussion of the administrative implications of recent Federal court decisions.

1970-71 W., 4:30-6:15 (2nd sem.)

Prof. Roach

1971-72 Th., 4:30-6:15 (2nd sem.)

Prof. Roach

Ed 459—*MASSACHUSETTS EDUCATION LAW*

(3)

A detailed examination of the current law relating to education in

the Commonwealth. Will be concerned with the General and Special Laws, significant state and federal court decisions, and opinions of the Attorneys General.

1970-71 M., 4:30-6:15 (2nd sem.)

Prof. Roach

1971-72 M., 4:30-6:15 (2nd sem.)

Prof. Roach

## EDUCATIONAL MEASUREMENT, EVALUATION AND RESEARCH

### Ed 260—*RESEARCH METHODS IN EDUCATION* (3)

An introduction to the research literature in education and to the principal methods employed in the study of educational problems. The course focuses on the development of the understandings and skills needed in the interpretation of research reports. This course is required for all graduate students in education.

1970-71 T., 4:30-6:15 (1st sem.)

Prof. Walsh

W., 4:30-6:15 (1st sem.)

Prof. Jensen

Th., 4:30-6:15 (1st sem.)

Prof. Jensen

W., 4:30-6:15 (2nd sem.)

Prof. Walsh

Th., 4:30-6:15 (2nd sem.)

Prof. Jensen

Summer Session, 1971

To be announced

1971-72 T., 4:30-6:15 (1st sem.)

To be announced

Th., 4:30-6:15 (1st sem.)

To be announced

W., 4:30-6:15 (2nd sem.)

To be announced

Summer Session, 1972

To be announced

### Ed 261—*INFORMATION PROCESSING IN EDUCATION* (3)

Intended for students with little or no prior experience, with electronic computers and ancillary mechanical equipment. Topics include historical development of data processing, uses and operating principles of basic devices for punched-card processing, principles of electronic information processing, use of existing library programs and the planning and writing of computer programs in the FORTRAN language, with emphasis upon educational application in fields other than business management. Individually scheduled laboratory sessions in addition to class meetings.

Prerequisite: consent of instructor.

1970-71 M., 4:30-6:15 (1st sem.)

Prof. Jensen

Summer Session, 1971

Prof. Jensen

1971-72 M., 4:30-6:15 (1st sem.)

Prof. Jensen

Summer Session, 1972

Prof. Jensen

### Ed 262—*CONSTRUCTION OF ACHIEVEMENT TESTS* (3)

The major problems of educational measurements, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal tests of achievement with practical application to classroom use. Basic techniques of test construction.

1970-71 Th., 4:30-6:15 (1st sem.)

Prof. Madaus

1971-72 Th., 4:30-6:15 (1st sem.)

Prof. Madaus



Ed 264—*INDIVIDUAL INTELLIGENCE TESTING* (3)

A survey of psychological measurements dealing primarily with the construction, administration, scoring, and interpretation of mental tests. A certificate of proficiency in the administration of the Revised Stanford-Binet Tests of Intelligence, Form L-M, and the Wechsler Scales; WAIS and WISC are given to those successfully administering a specific number of tests.

1970-71 F., 4:30-6:15 (1st sem.) To be announced  
F., 4:30-6:15 (2nd sem.) To be announced

Ed 265—*GROUP PSYCHOLOGICAL TESTS* (3)

This course covers theory and laboratory practice with most of the group psychological tests used in a program of guidance services.

1970-71 Th., 4:30-6:15 (1st sem.) Prof. Wegner  
1971-72 Th., 4:30-6:15 (1st sem.) Prof. Wegner  
Summer Session, 1972 To be announced

Ed 266—*INFORMATION PROCESSING IN EDUCATION II* (3)

Intended as a second course in the use of electronic digital computers in education. Oriented primarily toward IBM System 360 computer hardware and software. Topics include operating systems, job control language, and an overview of symbolic languages and research oriented software packages. Individual projects utilizing the FORTRAN and PL1 languages will be performed.

Prerequisite: Ed 261 or consent of the instructor.

1970-71 W., 2:30-4:15 (2nd sem.) Prof. Jensen

Ed 360—*EDUCATIONAL STATISTICS I* (3)

Methods of data reduction, graphic presentation, measures of central tendency and variability, the binomial distribution and probability, correlation and linear regression, estimation and inference, and introduction to hypothesis testing.

1970-71 W., 4:30-6:15 (1st sem.) Prof. Rakow  
1971-72 W., 4:30-6:15 (1st sem.) To be announced

Ed 361—*EDUCATIONAL STATISTICS II* (3)

Procedures of inferential statistics and testing of hypotheses. Topics include: small sample theory, chi-square, analysis of variance, analysis of covariance, correlation analysis and non-parametric techniques.

Prerequisite: Ed 360 or equivalent.

1970-71 W., 4:30-6:15 (2nd sem.) Prof. Rakow  
1971-72 W., 4:30-6:15 (2nd sem.) To be announced

Ed 362—*THE CONSTRUCTION OF ATTITUDINAL AND  
OPINION QUESTIONNAIRES* (3)

Techniques for the construction and analysis of attitudinal and opin-

ion questionnaires. Consideration of various techniques of attitudinal scale construction, validation, and analysis.

1970-71 M., 4:30-6:15 (2nd sem.)

Prof. Madaus

Ed 364—*CURRICULUM EVALUATION: THEORY  
AND PRACTICE*

(3)

An intensive study of rationales of evaluation, emphasizing the operational definition of objectives, existing taxonomies of goals, and methods of obtaining and summarizing evaluation data.

Prerequisite: Ed 262 or consent of instructor.

1970-71 T., 4:30-6:15 (2nd sem.)

Prof. Madaus

1971-72 T., 4:30-6:15 (2nd sem.)

Prof. Madaus

Ed 365—*PERSONALITY AND INTEREST*

*INVENTORIES—THEORY AND PRACTICE*

(3)

A review of theories of personality and interest measurement in guidance and counseling. Intensive study of the construction, purpose, and interpretation of the most commonly used structured personality and interest inventories.

1970-71 F., 4:30-6:15 (2nd sem.)

Prof. Cottle

Summer Session, 1972

Prof. Cottle

Ed 366—*EXPERIMENTAL DESIGN*

(3)

An introduction to the design of experiments. Topics discussed will include fitting the linear model, randomization, blocking, factorial designs, estimation procedures.

Prerequisite: Consent of the instructor.

1970-71 Th., 4:30-6:15 (2nd sem.)

Prof. Airasian

1971-72 Th., 4:30-6:15 (2nd sem.)

Prof. Airasian

Ed 367—*INTRODUCTION TO MULTIVARIATE  
ANALYSIS IN BEHAVIORAL SCIENCE*

(3)

Topics include multivariate distributions, correlation and regression, causal analysis, and factor analysis. Laboratory exercises include computer analysis of multivariate data.

Prerequisite: One year of statistics or the equivalent.

1970-71 W., 4:30-6:15 (1st sem.)

Prof. Nuttall

1971-72 W., 4:30-6:15 (1st sem.)

Prof. Nuttall

Ed 368—*ADVANCED TOPICS IN MULTIVARIATE  
STATISTICS ANALYSIS*

(3)

Discriminant functions, canonical correlation, model building and simulation techniques. A professional level paper using multivariate procedures will be written.

Prerequisite: Ed 367 or equivalent.

1970-71 W., 4:30-6:15 (2nd sem.)

Prof. Nuttall

1971-72 W., 4:30-6:15 (2nd sem.)

Prof. Nuttall

Ed 369—*PSYCHOMETRIC THEORY* (3)  
Study of the theoretical concepts and statistical techniques involved in psychological testing and the measurement of mental traits. Attention is given to special problems in reliability, validity, item analysis, composite scores and norming.  
Prerequisite: Consent of instructor.  
1970-71 T., 4:30-6:15 (2nd sem.) Prof. Rakow

Ed 460—*PROJECTS IN EDUCATIONAL MEASUREMENT  
AND EVALUATION*

Open to advanced graduate students only. Credits to be determined.  
By arrangement.

Ed 461—*SEMINAR ON THE MEASUREMENT OF HUMAN  
INTELLIGENCE* (3)

Topics include the historical background, method of investigation, general theories of intelligence, determiners of intelligence and the structure of intelligence.

Prerequisite: Consent of instructor.  
Not offered 1970-71.

Ed 462—*SEMINAR IN EDUCATIONAL MEASUREMENT* (3)

Individual and/or group projects on problems in test theory and practice related to the interests and needs of the seminar members.

Prerequisite: Consent of instructor.

1970-71 Th., 2:30-4:15 (2nd sem.) To be announced

Ed 463—*INTERNSHIP IN EDUCATION RESEARCH*

Program participants will be placed in one or more educational research settings to work with local staff and Department faculty in the planning, conduct, analysis, and reporting phases of one or more projects relating to the evaluation of an educational innovation. Credits to be determined.

By arrangement.

Staff

Ed 464—*INTERN SEMINAR I*

By arrangement (1st sem.)

Prof. Airasian

Ed 465—*INTERN SEMINAR II*

By arrangement (2nd sem.)

Prof. Airasian

Ed 466—*SIMULATION MODELS IN BEHAVIORAL  
RESEARCH* (3)

This seminar will review the literature on mathematical and computer simulations of complex social processes, with special emphasis on those occurring in educational settings. Working on small teams, students will produce a simulation system of some complex process. Students enrolling in this course are assumed to have had one year of statistics, an understanding of Fortran and of matrix algebra.

Not offered 1970-71.



Ed 469—*THE SCHOOL ADMINISTRATOR AND  
EVALUATION*

(3)

This course will treat problems of evaluation faced by the school administrator. Topics covered will include: formulation of objectives; the development of a system of evaluation for student learning; evaluation problems of government funded projects; techniques for evaluating teacher performance.

Not offered 1970-71.

RELIGIOUS EDUCATION

Ed 270—*RESEARCH METHODS FOR RELIGIOUS  
EDUCATORS*

(3)

This course is designed to acquaint students with the general procedures employed in educational research, the library resources that are available, and the statistical analyses that have proved useful. Additionally, historical methods are explored, and the principles of biblical research and exegesis are developed.

1970-71 (2nd sem.)

To be announced

1971-72 (2nd sem.)

To be announced

Ed 274—*INTERNSHIP IN RELIGIOUS EDUCATION*

This course is designed for students majoring in religious education who have had no prior experience in the area of endeavor they are planning to enter. The internship may focus on teaching, administration, curriculum planning or some combination of these areas. Students function under the supervision of a local supervisor and the course instructor, maintain formal records of their experiences, and submit a formal report critical of all aspects of the internship. Credits to be determined.

By arrangement. (1st or 2nd semester)

Prof. Schmitt

Ed 276—*SEMINAR IN THE TEACHING OF RELIGION*

(3)

A seminar designed to assist teachers in the teaching of religious education. Stress will be placed on new methods and materials.

Summer Session, 1971

To be announced

1971-72 (2nd sem.)

To be announced

Summer Session, 1972

To be announced

HIGHER EDUCATION

Ed 370—*HISTORY AND THEORY OF HIGHER EDUCATION* (3)

A study of the major historical and theoretical developments in colleges and universities beginning with Plato's Academy, with special emphasis given to the evolution of American higher education.

1970-71 Th., 4:30-6:15 (1st sem.)

Prof. Stanton

1971-72 Th., 4:30-6:15 (1st sem.)

Prof. Stanton

Ed 371—*ORGANIZATION AND ADMINISTRATION OF  
HIGHER EDUCATION* (3)

Introduction to administrative theories in higher education; principles of organization; locus of decision-making; institutional characteristics.

1970-71 W., 4:30-6:15 (1st sem.) Prof. Collins

1971-72 W., 4:30-6:15 (1st sem.) Prof. Collins

Ed 372—*STUDENT PERSONNEL PROGRAMS IN  
HIGHER EDUCATION* (3)

An interdisciplinary study and analysis of campus student personnel services and programs, their organization and administration.

1970-71 M., 4:30-6:15 (2nd sem.) Prof. M. Kinnane

1971-72 M., 4:30-6:15 (2nd sem.) Prof. M. Kinnane

Ed 373—*COLLEGE PERSONNEL POLICIES AND  
PRACTICES* (3)

A case study approach to the problems and issues facing those involved in working with students and student life.

1970-71 M., 4:30-6:15 (1st sem.) Prof. M. Kinnane

Ed 374—*INTRODUCTION TO COMMUNITY-JUNIOR  
COLLEGE I* (3)

An examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society.

1970-71 T., 4:30-6:15 (1st sem.) Prof. Stanton

1971-72 T., 4:30-6:15 (1st sem.) Prof. Stanton

Ed 375—*INTRODUCTION TO COMMUNITY-JUNIOR  
COLLEGE II* (3)

Continuation of Ed. 374 with emphasis given to issues in the structure, personnel, and administration of the community-junior college.

1970-71 Th., 4:30-6:15 (2nd sem.) Prof. Stanton

1971-72 Th., 4:30-6:15 (2nd sem.) Prof. Stanton

Ed 376—*COLLEGE TEACHING* (3)

A study and analysis of great teachers and teaching. A number of approaches are reviewed to improve the student's effectiveness as a college teacher. Each student is given an opportunity to lecture under the helpful criticism of the instructor and his peers.

1970-71 Th., 4:30-6:15 (1st sem.) Prof. Anello

Summer Session, 1971 Prof. Anello

1971-72 Th., 4:30-6:15 (1st sem.) Prof. Anello

Summer Session, 1972 Prof. Anello

Ed 377—*ISSUES IN AMERICAN HIGHER EDUCATION* (3)

Discussion in this seminar will focus on a variety of controversial issues on the contemporary American campus.

1970-71 W., 4:30-6:15 (2nd sem.) Prof. Stanton

1971-72 W., 4:30-6:15 (2nd sem.) Prof. Stanton

Ed 378—*UNIVERSITY SYSTEMS AND INTERNATIONAL STUDIES IN EDUCATION* (3)

An analysis of the university's role in international education with special reference to cultural relations, student exchange, technical assistance programs, etc. Each student will have an opportunity to study the university problems of a foreign country.

1970-71 W., 4:30-6:15 (2nd sem.) Prof. Anello

1971-72 W., 4:30-6:15 (2nd sem.) Prof. Anello

Ed 379—*SEMINAR IN ACADEMIC ADMINISTRATION* (3)

A systematic consideration of the major areas of responsibility faced by the academic administrator: principles and practices are developed through case studies and characteristic problems.

Prerequisite: Ed. 371.

1970-71 W., 4:30-6:15 (2nd sem.) Prof. Collins

1971-72 W., 4:30-6:15 (2nd sem.) Prof. Collins

Ed 470—*SEMINAR IN CURRICULUM IN HIGHER EDUCATION* (3)

A consideration of principles and development in the establishment of college and university curriculum programs with emphasis on liberal and general education and the interrelationship to special and professional education.

1970-71 Th., 4:30-6:15 (2nd sem.) Prof. Anello

Summer Session, 1971 Prof. Anello

1971-72 Th., 4:30-6:15 (2nd sem.) Prof. Anello

Summer Session, 1972 Prof. Anello

Ed 471—*SEMINAR IN INSTITUTIONAL RESEARCH AND PLANNING* (3)

An examination of the role and scope of institutional research in higher education. Special emphasis will be on institutional policy development, finance, physical facilities, students, curriculum, personnel, and the communications systems.

1970-71 W., 4:30-6:15 (1st sem.) Prof. Stender

1971-72 W., 4:30-6:15 (1st sem.) Prof. Stender

Ed 472—*SEMINAR IN CURRENT PROBLEMS IN HIGHER EDUCATION* (3)

Certain critical problems in higher education will be identified, analyzed, and discussed by seminar members.

1970-71 M., 4:30-6:15 (2nd sem.) Prof. Donovan, S.J.

1971-72 M., 4:30-6:15 (2nd sem.) Prof. Donovan, S.J.



Ed 473—*COLLOQUIUM: STUDENT AND CAMPUS CULTURES* (3)

A study of the student and campus cultures and the diverse influences which affect the life of the student.

Prerequisite: Ed 372 and the approval of the professor.

1971-72 M., 4:30-6:15 (1st sem.)

Prof. M. Kinnane

Ed 474—*COLLOQUIUM: COMMUNITY-JUNIOR COLLEGE* (3)

In-depth study of major issues with community college specialists participating.

For advanced students only.

1970-71 M., 4:30-6:15 (2nd sem.)

Prof. Stanton

1971-72 M., 4:30-6:15 (2nd sem.)

Prof. Stanton

Ed 475—*INTERNSHIP IN UNIVERSITY ADMINISTRATION* (3)

Majors in higher education will select an educational research setting in an administrative office on-campus or in an off-campus agency. Under the guidance of a supervisor the student will participate in the day-to-day work of the office submitting a final report of his activities.

By arrangement.

Prof. Anello

Ed 476—*INTERNSHIP IN STUDENT PERSONNEL* (3)

Designed for doctoral students in student personnel only. The student will intern in appropriate student personnel situations with staff supervision.

By arrangement.

Prof. M. Kinnane

Ed 477—*INTERNSHIP IN COMMUNITY-JUNIOR COLLEGE* (3)

For doctoral students in community-junior college only. Field experience in an appropriate two-year educational institution or organization.

By arrangement.

Prof. Stanton

Ed 478—*READING AND RESEARCH IN HIGHER EDUCATION* (3)

A directed study of primary and secondary sources to offer the student deeper insight of materials previously studied or in which the student is deficient.

By arrangement.

Staff

*SPECIAL EDUCATION AND REHABILITATION*

Ed 280A—*STUDENT TEACHING IN SPECIAL CLASSES* (6)

For students preparing to teach children who are emotionally disturbed, mentally retarded, mentally retarded and blind, or who have special learning disabilities. Ten weeks in a special class in the area of the student's major, preceded by special clinical and teaching aid experiences.

By arrangement.

Prof. Martin & Spec. Ed. Staff

Ed 281A—*PSYCHOLOGY OF THE MENTALLY RETARDED* (3)

Considers causes of mental retardation as well as methods of locating those who are mentally retarded. Attention is also given to problems of learning and adjustments as they relate to mental retardation. An informal assessment of the student's ability to evaluate research will be conducted at the first class meeting. Students who show deficiencies in this area will be required to attend a series of non-credit orientation lectures.

1970-71 W., 4:30-6:15 (1st sem.)

Prof. MacCubrey

1971-72 W., 4:30-6:15 (1st sem.)

Prof. MacCubrey

Ed 282A—*TEACHING MENTALLY RETARDED CHILDREN* (3)

Methods of teaching mentally retarded children of different maturation levels. Organization and planning of instructional activities and materials; the use of community resources. Emphasis is placed on the teaching of the young educable mentally retarded of the elementary school age level.

1970-71 W., 4:30-6:15 (2nd sem.)

Prof. Gomes

1971-72 W., 4:30-6:15 (2nd sem.)

Prof. Gomes

Ed 283A—*TEACHING THE MENTALLY RETARDED ADOLESCENT* (3)

Considers all phases of educating mentally retarded adolescents with emphasis on problems encountered in special classes of secondary schools. Special consideration given to work-study programs and co-operating sheltered workshops.

Not offered 1970-71.

Ed 284A—*PSYCHOLOGY AND EDUCATION OF EXCEPTIONAL CHILDREN* (3)

Characteristics, educational provisions for children who deviate significantly from the norms in vision, hearing, intelligence and in social and emotional adjustment.

1970-71 T., 4:30-6:15 (2nd sem.)

Prof. Crafts

Summer Session, 1971

Prof. Eichorn

1971-72 T., 4:30-6:15 (2nd sem.)

Prof. Crafts

Ed 285A—*ALLIED ARTS FOR TEACHERS OF HANDICAPPED CHILDREN* (3)

This course is designed to enable special class teachers to develop programs in the area of allied arts based upon the economics of daily living. Emphasis will be placed on the organization and planning of instructional activities and materials suited to the needs and interests of exceptional children. Laboratory experiences included. This course is required for certification as a teacher of the mentally retarded in Massachusetts.

1970-71 M., 6:30-8:30 (2nd sem.)

Prof. McDade

Summer Session, 1971

Prof. McDade

1971-72 M., 6:30-8:30 (2nd sem.)

Prof. McDade

Ed 286A—*MEETING THE NEEDS OF TRAINABLE  
RETARDED CHILDREN*

(3)

This course is concerned with curriculum content, physical facilities, and teaching procedures used for the trainable mentally retarded in school.

Summer Session, 1971

To be announced

Ed 287A—*RELIGION FOR RETARDED CHILDREN*

(3)

Considers the content of programs for religious instruction for mentally retarded children. Included is a consideration of methods and materials used in teaching the content.

Summer Session, 1971

To be announced

Ed 351A—*ADMINISTRATIVE CASE STUDIES*

(3)

Case materials from actual situations in school systems will form the basis for discussion. Will emphasize the decision-making function of the administrator.

Prerequisite: Prior approval of instructor.

1970-71 Th., 4:30-6:15 (2nd sem.)

Prof. M. Griffin

1971-72 M., 4:30-6:15 (2nd sem.)

Prof. M. Griffin

Ed 381A—*CURRICULA PLANNING FOR SPECIAL  
EDUCATION*

(3)

Includes a study of curricula design and curricula used in the various types of special classes.

1970-71 T., 4:30-6:15 (1st sem.)

Prof. Gomes

1971-72 T., 4:30-6:15 (1st sem.)

Prof. Gomes

Ed 382A—*RESEARCH IN SPECIAL EDUCATION*

(3)

An analysis and evaluation of current research in the psychology and/or education of children with special learning disabilities, involving mental retardation, blindness, emotional disturbance, perceptual problems, etc. Generally the students are expected to be concerned about one area of exceptionality. Opportunity can be afforded for special projects for selected students.

By arrangement.

Staff

Ed 383A—*PROJECTS IN SPECIAL EDUCATION*

Open to advanced graduate students only. Credits to be determined.  
By arrangement.

Staff

Ed 388A—*EVALUATION AND GUIDANCE OF  
EXCEPTIONAL CHILDREN*

(3)

Considers personal, educational, and vocational guidance principles and practices as they relate to those who are handicapped.

1970-71 F., 4:30-6:15 (2nd sem.)

Prof. Cushna

1971-72 F., 4:30-6:15 (2nd sem.)

Prof. Cushna



Ed 480A—*ADMINISTRATION AND SUPERVISION OF  
SPECIAL EDUCATION PROGRAMS* (3)

Considers problems confronted by administrators of Special Schools and Special Classes.

Prerequisite: *INTRODUCTION TO EDUCATIONAL  
ADMINISTRATION.*

1970-71 M., 4:30-6:15 (1st sem.)

Prof. Gomes

1971-72 M., 4:30-6:15 (1st sem.)

Prof. Gomes

Ed 482A—*SEMINAR IN SPECIAL EDUCATION* (3)

This course is designed primarily for advanced students. Specific problems in special areas relating to the education of exceptional children will be considered.

By arrangement (both sems.)

Prof. Junkala & Spec. Ed. Staff

Ed 483A—*SUPERVISED INTERNSHIP IN SPECIAL  
EDUCATION* (3, 3)

Planned for those concerned with administration and/or research in special education. One hundred and fifty to three hundred clock hours. Experiences are available at private and public residential and day schools as well as at state and local departments of education.

By arrangement.

Prof. Gomes & Spec. Ed. Staff

Ed 484A—*PSYCHO-SOCIAL PROBLEMS OF  
MENTAL RETARDATION* (3)

An advanced course concerned with the impact of mental retardation on the family and community as related to learning and adjustment in the educational, vocational and social spheres.

1970-71 F., 4:30-6:15 (2nd sem.)

Prof. MacCubrey

1971-72 F., 4:30-6:15 (2nd sem.)

Prof. MacCubrey

Ed 485A—*CURRENT PROBLEMS OF ADMINISTRATION OF  
SPECIAL EDUCATION PROGRAMS* (3)

Considers the most recent administrative problems related to exceptional children—local, state, and federal—stemming from changing philosophies, new legislation, current economic conditions, etc.

1970-71 M., 4:30-6:15 (2nd sem.)

To be announced

1971-72 M., 4:30-6:15 (2nd sem.)

To be announced

Ed 280B—*INTERNSHIP: TEACHING HANDICAPPED  
CHILDREN* (3, 3)

For students preparing to teach children with visual or multiple handicaps.

1. Visual Handicapped—Observation and teaching experience at the Perkins School for the Blind and in the public schools.

2. Deaf-Blind—Observations and participation at the Keller-Macy Unit, Perkins School for the Blind, with some experiences in schools for the deaf and for the blind.

3. Crippling Conditions—Experiences in hospital, bedside teaching, observation in therapies, special class teaching and experiences in adapted physical education.

Opportunities include tutoring and supervision of recreational activities.

By arrangement.

Prof. Martin & Spec. Ed. Staff

Ed 281B—*THE DYNAMICS AND EDUCATION OF THE EMOTIONALLY DISTURBED CHILD* (3)

Causes, characteristics and treatment of emotional disturbance in children; educational programs; role of the teacher, school and community agencies. An informal assessment of the student's ability to evaluate research will be conducted at the first class meeting. Students who show deficiencies in this area will be required to attend a series of non-credit orientation lectures.

1970-71 Th., 4:30-6:15 (1st sem.) Prof. DiMattia

Summer Session, 1971 Prof. DiMattia

1971-72 Th., 4:30-6:15 (1st sem.) Prof. DiMattia

Ed 282B—*TEACHING THE EMOTIONALLY DISTURBED CHILD* (3)

Methods and materials designed to meet the specific learning problems of emotionally disturbed children. Consideration is given to the organization and planning of learning experiences; classroom management; etc.

1970-71 T., 4:30-6:15 (2nd sem.) Prof. DiMattia

Summer Session, 1971 Prof. DiMattia

1971-72 T., 4:30-6:15 (2nd sem.) Prof. DiMattia

Ed 280C—*PRACTICUM FOR MOBILITY THERAPISTS* (9)

A special four phased program limited to those enrolled in Peripatology. It provides an opportunity to learn the techniques of teaching orientation and mobility as well as providing experience in teaching these skills to the blind.

By arrangement

Peripatology Staff

*PRACTICUM I* (2)

This is the introductory phase which provides the student an opportunity to learn to travel and to perform other daily routines under a blindfold.

*PRACTICUM II* (2)

Earlier skills are re-enforced and then through observation, demonstration, and close supervised work, teaching materials, procedures and program planning are reviewed and evaluated.

*PRACTICUM III* (2)

Under close supervision the work of the previous phase is placed into action by the student working with children and adults in schools (public and residential), rehabilitation agencies, and in the community.

PRACTICUM IV (3)

When students have successfully completed the previous phases of the program they are assigned to "student teaching". Students teach under supervision of the cooperating agency or school as well as the faculty of the practicum section of the Peripatology Program.

Ed 281C—ORIENTATION TO WORK WITH THE BLIND (3)

A general introduction to the problem of blindness and a study of services provided to those who are blind by school and public and private agencies. Also included is a review of special state and federal laws affecting the blind as well as a study of special aids used by those who are blind.

1970-71 Intersession	Prof. Eichorn
Summer Session, 1971	Prof. Eichorn
1971-72 Intersession	Prof. Eichorn
Summer Session, 1972	Prof. Eichorn

Ed 283C—DYNAMICS OF BLINDNESS AND REHABILITATION (3)

Section I: For Peripatology Students

Emphasizes the dynamics of blindness as related to the adventitiously blind adult. Attention is given also to the congenitally blind, both children and adults. Also included are special problems of partially sighted persons within the present definition of blindness.

1970-71 By arrangement (1st sem.)	To be announced
1971-72 By arrangement (1st sem.)	To be announced

Section II: For Teachers of the Visually Handicapped

Emphasis for this section is problems of learning and adjustment of visually handicapped children. Included is consideration of (means and) methods of evaluating emotionally, socially, intellectually, and educationally those with severe visual handicaps.

1970-71 M., 4:30-6:15 (1st sem.)	Prof. Davis
1971-72 M., 4:30-6:15 (1st sem.)	Prof. Davis

Ed 284C—MEDICAL ASPECTS OF THE REHABILITATION OF THE BLIND (3)

This course is designed to introduce students to the structure and function of the eye and conditions which may cause blindness. Consideration is given to other types of disabilities which may be encountered in the rehabilitation process.

1970-71 M., W., 4:30-6:15 (1st sem.)	Prof. Riley
1971-72 M., W., 4:30-6:15 (1st sem.)	Prof. Riley

Ed 285C—THE HUMAN SENSES: THEIR NATURE AND TRAINING (3)

This course is designed to provide a working knowledge of sensory psychology, with emphasis on the functional effects of blindness and



sensory reorientation following blindness; to familiarize the students with the data acquisition and processing capabilities of the sensory modalities; and to introduce some of the research and training work being done to better equip the blind person to handle the non-visual environmental sensory information.

1970-71 Th., 4:30-6:15 (1st sem.)

Prof. Mills

1971-72 Th., 4:30-6:15 (1st sem.)

Prof. Mills

Ed 286C—*HUMAN BEHAVIOR AND SOCIAL WORK* (3)

Introduces the student to an historical review of social work and social work principles. Consideration is given to the dynamics of case work and the interview as they relate to the handicapped with emphasis on blindness. Also of concern is the responsibility of the community and an understanding of community sources available to those with special needs.

1970-71 W., 4:30-6:15 (2nd sem.)

Prof. Mahoney

1971-72 W., 4:30-6:15 (2nd sem.)

Prof. Mahoney

Ed 289C—*PRINCIPLES OF REHABILITATION* (3)

A study of the philosophy, the history, and basic theories of rehabilitation in relation to all major disability groups. The interaction of various community services and professional disciplines is seen through observation, guest lecturers and seminars.

1970-71 T., 4:30-6:15 (1st sem.)

Prof. Connolly

1971-72 T., 4:30-6:15 (1st sem.)

Prof. Connolly

Ed 281D—*INTRODUCTION TO THE EDUCATION OF THE VISUALLY HANDICAPPED* (3)

Provides an overview of educational services for the visually handicapped. An historical review of educational programs and problems associated with a visual handicap. Includes the evolution of educational materials for the visually handicapped.

1970-71 F., 4:30-6:15 (1st sem.)

Prof. Heisler

Summer Session, 1971

Prof. Heisler

1971-72 F., 4:30-6:15 (1st sem.)

Prof. Heisler

Ed 282D—*TEACHING VISUALLY HANDICAPPED CHILDREN AT THE SECONDARY LEVEL* (3)

An advanced course concerned with the special problems of educating visually handicapped children at the secondary level. Students will meet in general sessions and special sessions according to their specialty.

1970-71 W., 3:30-5:15 (2nd sem.)

Prof. Heisler

1971-72 W., 3:30-5:15 (2nd sem.)

Prof. Heisler

Ed 283D—*BRAILLE READING AND WRITING* (3)

A course in the reading and writing of Grade II (Literary) Braille

and Mathematical Braille (Nemeth Code). Includes also special forms of braille such as foreign languages and diacritical markings.

1970-71 T., 3:45-4:30, W., 3:00-4:00 (1st sem.)	Prof. Crafts
Summer Session, 1971	Prof. Crafts
1971-72 T., 3:45-4:30, W., 3:00-4:00 (1st sem.)	Prof. Crafts

Ed 284D—*TEACHING VISUALLY HANDICAPPED CHILDREN AT THE ELEMENTARY LEVEL* (3)

An advanced course concerned with the special problems of educating visually handicapped children at the elementary level.

1970-71 F., 3:30-5:15 (1st sem.)	Prof. Crafts
Summer Session, 1971	Prof. Crafts
1971-72 F., 3:30-5:15 (1st sem.)	Prof. Crafts

Ed 285D—*VISION AND VISUAL HANDICAPS* (3)

*Section I:* A study of the anatomy and function of the eye. Included is the use of residual vision and the educational implications of various types of eye conditions.

1970-71 W., 4:30-6:15 (1st sem.)	Prof. Garcia
1971-72 W., 4:30-6:15 (1st sem.)	Prof. Garcia

*Section II:* Considers implications of blindness, partial vision and perceptual-motor deficits in the education of deaf-blind children. Includes a basic study of eye structure and functions, common anomalies, techniques of testing vision, and effect of blindness on sensorimotor development.

1970-71 W., 4:30-6:15 (1st sem.)	To be announced
1971-72 W., 4:30-6:15 (1st sem.)	To be announced

Ed 286D—*ORIENTATION AND MOBILITY FOR TEACHERS OF THE VISUALLY HANDICAPPED* (3)

Designed to give teachers knowledge of basic techniques which help children gain skills toward becoming independent. Includes travel, self care, organization, social skills and grooming. Emphasis is given on relating the value of these skills to visually handicapped children, parents and other school personnel.

1970-71 Th., 4:30-6:15 (2nd sem.)	Prof. Crafts
Summer Session, 1971	Prof. Crafts
1971-72 Th., 4:30-6:15 (2nd sem.)	Prof. Crafts
Summer Session, 1972	Prof. Crafts

Ed 281E—*PRE-LINGUISTIC DEVELOPMENT IN DEAF-BLIND CHILDREN* (3)

Considers development of basic non-verbal communication and normal development of verbal language as a base for methods of teaching verbal language to deaf-blind children.

1970-71 T., 3:30-5:15 (1st sem.)	Prof. Castro
1971-72 T., 3:30-5:15 (1st sem.)	Prof. Castro

Ed 282E—*LINGUISTIC STRUCTURE IN LANGUAGE OF  
DEAF-BLIND CHILDREN* (3)

Acquaints teacher with instructional programs in developing language and the need to consider adaptations for deaf-blind children.

1970-71 Intersession

Prof. Castro

1971-72 Intersession

Prof. Castro

Ed 284E—*ORIENTATION TO EDUCATION OF  
DEAF-BLIND CHILDREN* (3)

An overview of educational planning for deaf-blind children including diagnosis and evaluation, pre-school services, areas and levels of teaching, use of school facilities and establishment of realistic long-view goals.

1970-71 Intersession

Profs. Vivian & Robbins

1971-72 Intersession

Profs. Vivian & Robbins

Ed 285E—*TEACHING ELEMENTARY SUBJECTS TO  
DEAF-BLIND CHILDREN* (3)

The diagnostic evaluation of the educational and training needs of the deaf-blind child. The readiness program. The methods used in teaching reading, social studies, arithmetic, science, rhythm and auditory training of deaf-blind children. Emphasis on the methodology in pre-school and elementary grades.

1970-71 M.W.F., 1:00-2:00 (2nd sem.)

Prof. Vivian

1971-72 M.W.F., 1:00-2:00 (2nd sem.)

Prof. Vivian

Ed 286E—*HEARING: AN APPROACH TO AURAL  
EDUCATION* (3)

Basic understanding of normal functioning and impaired hearing, effect of loss on language and other functioning, methods of evaluating hearing loss and methods of helping children to make maximum use of residual hearing and aids.

1970-71 Th., 3:30-5:15 (1st sem.)

Prof. Robbins

1971-72 Th., 3:30-5:15 (1st sem.)

Prof. Robbins

Ed 287E—*TEACHING SPEECH AND FINGERSPELLING TO  
DEAF-BLIND CHILDREN* (3)

Provides understanding of teaching speech to children who are deaf/impaired hearing. Considers the appropriation of fingerspelling and how to teach these skills.

1970-71 W., 4:30-6:15 (1st sem.)

Prof. Ward

1971-72 W., 4:30-6:15 (1st sem.)

Prof. Ward

Ed 288E—*EMOTIONAL-SOCIAL DEVELOPMENT OF  
DEAF-BLIND CHILDREN* (3)

Considers impact of deaf-blind child on parents, family, schools and



community. Also, consequent effects on the emotional growth of the child.

1970-71 W., 4:30-6:15 (2nd sem.)

To be announced

1971-72 W., 4:30-6:15 (2nd sem.)

To be announced

Ed 281F—*INTRODUCTION TO PROBLEMS OF THE  
MULTI-HANDICAPPED*

(3)

A review of the most common crippling conditions and special health problems with a consideration of problems of learning and adjustment resulting from these handicaps.

Summer Session, 1971

Ed 282F—*THE PATHOPHYSIOLOGY OF PHYSICALLY  
HANDICAPPED CHILDREN*

(3)

A general outline of normal body function and a review of the anomalies common in children. Educational implications will be stressed.

1970-71 M., 4:30-6:15 (1st sem.)

Prof. Thomson

1971-72 M., 4:30-6:15 (1st sem.)

Prof. Thomson

Ed 283F—*PROCESS OF HABILITATION AND  
REHABILITATION*

(3)

A study of the practical limitations imposed upon children by severe physical disability along with related problems in family acceptance, psychological and social adjustment. Medical therapies, child-care services, and residential institutions examined in detail.

1970-71 S., 9:30-11:15 (1st sem.)

Prof. Connolly

1971-72 S., 9:30-11:15 (1st sem.)

Prof. Connolly

Ed 284F—*EDUCATION OF ORTHOPEDICALLY AND  
NEUROLOGICALLY IMPAIRED*

(3)

Reviews research and practices in the area of teaching crippled children in home, hospital, and residential institution. Course stresses teacher's place in the habilitation process and the importance of integration into community. Incidence, casefinding, law, intellectual and psychological assessment, methodologies, curriculum adjustments, special equipment, and architectural barriers will be considered.

1970-71 S., 9:30-11:15 (2nd sem.)

Prof. Connolly

1971-72 S., 9:30-11:15 (2nd sem.)

Prof. Connolly

Ed 283G—*ANALYSIS OF VISUAL SKILLS*

(3)

Approaches vision as a complex set of learned skills. Will introduce teachers to the nature of the visual demands made upon students in the classroom and will equip the teachers to modify instructional approaches in terms of the student's abilities to meet these demands.

1970-71 M., 7:00-9:15 (1st sem.)

Prof. Macdonald

1971-72 M., 7:00-9:15 (1st sem.)

Prof. Macdonald

Ed 284G—*REMEDICATION OF LEARNING DISABILITIES* (3)

Translating diagnostic information into effective educational programs for children with learning problems. The teacher will learn to perform an educational evaluation and to incorporate this information into a multi-disciplinary picture of the child's strengths and deficits. Special remediation approaches will be presented.

Prerequisite: *SPECIAL LEARNING DISABILITIES*

1970-71 M., 7:00-9:15 (2nd sem.)

Prof. Messing

Summer Session, 1971

Prof. Messing

1971-72 M., 7:00-9:15 (2nd sem.)

Prof. Messing

Ed 285G—*ASSESSMENT OF LEARNING DISABILITIES* (3)

Designed to build competence in the educator as a consumer of clinical information. In addition, students will administer and interpret formal and informal educational tests, and will learn how to synthesize their results with existent clinical information in order to build a clear behavioral picture of learning function and dysfunction in the individual child.

Prerequisites, or may be taken concurrently:

Ed 264—*INDIVIDUAL INTELLIGENCE TESTING*

Ed 289G—*SPECIAL LEARNING DISABILITIES*

1970-71 M., 7:00-9:00 p.m. (1st sem.)

To be announced

Ed 286G—*INTRODUCTION TO LANGUAGE DISORDERS* (3)

The study of the development of receptive and expressive language in children. Based on the development of normal children, this course will explore dysfunctions of language which interfere with normal learning processes. Both the evaluation of language performance and the remediation of language deficits will be stressed.

Prerequisite: Ed 289G—*SPECIAL LEARNING DISABILITIES*.

1970-71 M., 7:00-9:00 p.m. (2nd sem.)

Prof. Bashir

Ed 289G—*SPECIAL LEARNING DISABILITIES* (3)

Will include a cross-categorical examination of functioning and dysfunctioning in factors connected with learning. Several rationales for the education of children with learning disabilities will be presented together with the educational assessment procedures, and educational programs associated with them. An informal assessment of the student's ability to evaluate research will be conducted at the first class meeting. Students who show deficiencies in this area will be required to attend a series of non-credit orientation lectures.

1970-71 M., 4:30-6:15 (1st sem.)

Prof. Junkala

Summer Session, 1971

Prof. Junkala

1971-72 M., 4:30-6:15 (1st sem.)

Prof. Junkala

Summer Session, 1972

Prof. Junkala

This seminar is intended for doctoral students who are in the process of developing dissertation proposals. Students must have identified their research problem and must possess the research skills required by the problem prior to enrolling in the seminar. The major objectives of the seminar are to provide the student with an awareness of the types of research being undertaken by others and an opportunity to criticize others' proposals and receive criticism of his own. Production of an acceptable dissertation proposal and productive class discussion are firm requirements for satisfactory completion of the seminar.

Prerequisite: Consent of instructor.

1970-71	W., 4:30-6:15 (1st sem.)	Prof. Schmitt
	Th., 4:30-6:15 (1st sem.)	Prof. Schmitt
	W., 4:30-6:15 (2nd sem.)	Prof. Schmitt
	Th., 4:30-6:15 (2nd sem.)	Prof. Schmitt
1971-72	W., 4:30-6:15 (1st sem.)	Prof. Schmitt
	Th., 4:30-6:15 (1st sem.)	Prof. Schmitt
	W., 4:30-6:15 (2nd sem.)	Prof. Schmitt
	Th., 4:30-6:15 (2nd sem.)	Prof. Schmitt

Ed 500—DOCTORAL CONTINUATION

All students who have been admitted to candidacy for the Ph.D. degree or the D.Ed. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

FACULTY  
DEPARTMENT OF EDUCATION (Ed)

- Professors:

Evan R. Collins, Katharine C. Cotter, William C. Cottle, Donald T. Donley, Charles F. Donovan, S.J., John R. Eichorn, Francis J. Kelly, Mary T. Kinnane, James F. Moynihan, S.J., Edward J. Power, Stephen F. Roach, John A. Schmitt, John F. Travers, John J. Walsh.
- Associate Professors:

Michael H. Anello, John S. Dacey, Mary D. Griffin, William M. Griffin, John B. Junkala, Pierre D. Lambert, George F. Madaus, Raymond J. Martin, Vincent C. Nuccio, Ronald L. Nuttall, Noel J. Reyburn, Kenneth W. Wegner.



*Assistant Professors:* Peter W. Airasian, J. Richard Bath, David W. Crellin, Jacqueline E. Haveman, John A. Jensen, George T. Ladd, Jean K. Maccubrey, Robert E. Moore, Sister Kathleen Murphy, O.P., Edward J. Norton, S.V.D., Fred J. Pula, John R. Ruane, John F. Savage, John J. Shea, Charles F. Smith, Charles M. Stanton, Olga Stone, Joseph J. Tremont.

*Adjunct*

*Assistant Professor:* Philip A. Dimattia, Peter J. Murphy, Bruce Stender.

*Lecturers:*

Rev. John P. Boles, John W. Burke, John B. Chaffee, Christine Castro, Edward Connolly, Philip W. Crafts, Bruce Cushna, Carl Davis, Frank P. Digiammarino, Ellen N. Donahue, Charles Fagone, Ethel Heins, William T. Heisler, Edward Landy, George F. Lawlor, S.J., Lawrence MacDonald, Theodore O. Macklin, Robert C. Mahoney, Paul R. McDade, Eleanor S. Messing, W. Allen Mills, Ernest A. Rakow, Leo H. Riley, Nan Robbins, Eugene Scanlon, W. Robert Smith, Sandra Thomson, Hugo R. Vigoroso, Rose Vivian, William R. Walkowiak, Edna M. Ward.

The department offers courses leading to the Master of Education degree, the Master of Arts in Teaching degree, the Master of Science in Teaching degree, the Certificate of Advanced Educational Specialization, the Doctor of Education degree, and the Doctor of Philosophy degree.

## **DEPARTMENT OF ENGLISH (En)**

### **MASTER OF ARTS PROGRAM**

The purpose of the M.A. program in English is to provide students with the opportunity to become familiar with major documents of the English literary tradition, to acquire experience with the problems and techniques of research, and to develop their ability to express the results of the reading and research. These purposes are implemented by a series of courses covering the range of English literature from the Old English period to the contemporary era. Some of the courses are focused upon the intensive exploration of an author or problem; others are surveys of literary forms or of developments within traditionally recognized periods of English or American literature. A prescribed course in bibliography and method introduces the student to the basic methodology of literary research and provides him with the means of pursuing that study independently. A final oral comprehensive examination furnishes the department with a measure of the student's success in familiarizing himself with the English literary tradition.

### *A. Non-Thesis Program*

Students who choose not to write a thesis will be required to take thirty credits in course work. Plans for course work should be developed in consultation with the department chairman.

### *B. Thesis-Program*

A thesis will carry six credits toward the thirty credit requirement for the degree. Plans for thesis direction should be arranged with the department chairman.

No student will be allowed to complete the M.A. program through attendance at Summer Sessions only. Students must take at least four courses during the regular academic year.

## DEPARTMENTAL REQUIREMENTS

Candidates for the M.A. in English should, upon completion of their studies, have taken courses in the following areas: Old or Middle English or the History of the English Language; Shakespeare; the seventeenth, eighteenth, and nineteenth centuries. In the achievement of this distribution, both upper-division undergraduate electives and graduate courses may be counted.

Candidates for the M.A. in American Studies in the non-thesis program will be expected to take twelve hours of graduate study in American history, political science, sociology, or philosophy, and eighteen hours in American literature. Candidates for the M.A. in American Studies in the thesis program will be required to take twelve hours in American history, political science, sociology, or philosophy, and twelve hours in American Literature. The Master's Thesis, to be written in the field of American Literature, will be read by members of both the major and minor departments, and will count for six credits. All the students in the program must take En 201, Bibliography and Method.

Candidates for the M.A. in Medieval Studies will be expected to have taken twelve hours of graduate study in such related areas as medieval history, philosophy, romance languages and classics, with the balance of the program in Old and Middle English language and literature. Students enrolled in the standard thesis program in either American Studies or Medieval Studies will thus take twelve hours of course study in their major, twelve in the minor, and six hours of thesis study; students enrolled in the non-thesis program (subject to the approval of the departmental chairman) will take eighteen hours of course study in their major and twelve in the minor. The Chairman of the Department will advise students in American Studies. The Director of Medieval Studies (Professor Charles L. Regan) will assist students in selecting their programs of study.

Applicants for admission to the M.A. in English and M.A. in American Studies program must submit the results of the Graduate Record Examination, inasmuch as GRE scores frequently provide further evidence of the candidate's eligibility for graduate study.

Students in the M.A. program are required to demonstrate reading proficiency in one modern language.

## GRADUATE ASSISTANTSHIPS AND TEACHING FELLOWSHIPS

A number of assistantships and fellowships, with stipends up to \$2600 plus remission of tuition, are available for M.A. candidates.

### PH.D. PROGRAM

No more than ten students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, in which the forms of requirements and examinations are suited to the interests and needs of each student.

Fellowships up to \$3000 are offered which will free the student for three years of full-time study, and one year of teaching experiences designed in relation to his graduate program.

A candidate will be expected to select a course of study such as this:

He will choose as his field of concentration one of the following, on which he will be given an oral examination in his third year:

1. Old English and Medieval language and literature
2. English literature 1500–1600
3. English non-dramatic literature 1660–1800
4. English dramatic literature 1600–1800
5. English literature 1800–1900
6. Twentieth-century English literature
7. American literature to 1900
8. Twentieth-century American literature
9. History of literary criticism

He will also be asked to give evidence of familiarity with four others among these areas. He may demonstrate his knowledge of them in written examinations or, when suited to his course of study, will be permitted to submit other forms of evidence: write an essay, deliver a lecture, defend an outline for a course, plan an anthology.

Students will be encouraged to submit proposals for individual variations of such a program. Those interested in interdisciplinary studies (e.g., Medieval or American studies) may demonstrate knowledge in a related area in substitution for one of those above.

*Course Requirement:* The only specified course requirement for all candidates is one doctoral seminar each of the first four terms.

The remainder of the student's program may include other courses chosen from a wide offering in the graduate English department or in related disciplines (e.g., Linguistic and Rhetorical Theory). When appropriate to his training and interests, the student will be urged to devote much of his first two years to individual reading and writing under direction of various members of the graduate faculty.

*Language Requirement:* The candidate will be asked to demonstrate a knowledge of one foreign language and its literature, or an ability to read two foreign languages.

The department will test the student's ability in his chosen language by asking him to use it in working out scholarly or critical problems designed in relation to his other studies.



*Thesis Requirement:* The student will be given a full year to write a thesis under the direction of an advisor.

Topics demanding extended development may be submitted in dissertations of book length. Students will, however, be advised to work on subjects which they can treat in a more concentrated article or essay to be completed in polished publishable form by the end of the fourth year.

*Teaching:* A full year will be devoted to teaching under the direction of individual faculty members.

The doctoral candidate will not teach simply as an assistant or in "service" courses, but will be given a variety of opportunities to teach in courses related to his thesis, his field of concentration or other phases of his graduate work. He will be encouraged to make connections between his studies and the teaching for which he will be preparing.

*Applications for Admission:* Inquiries and applications should be sent to:

Dr. Andrew J. Von Hendy, *Chairman*  
Department of English  
Boston College  
Chestnut Hill, Massachusetts 02167

*Materials consist of:*

- Application form
- Official transcripts of past academic work
- Two letters of recommendation from teachers who know the work
- Graduate Record Examination Scores

## COURSES OF INSTRUCTION

En 201—*BIBLIOGRAPHY AND METHOD* (3)

An introduction to the problems of literary research and to the proper approach to English studies. Prescribed for all M.A. candidates. F., 4:00–5:45 (1st sem.) Prof. Reiter

En 211—*OLD ENGLISH* (3)

An introduction to Old English with initial study of the basic principles of the language, followed by readings in Bede, the *Chronicles*, Alfred, Aelfric, the lyric and herioc poem. Th., 4:00–5:45 (1st sem.) Prof. Regan

En 215 (115)—*GROWTH AND STRUCTURE OF THE ENGLISH LANGUAGE* (3)

A survey of the development of the English language from its beginnings, with an introduction to various ways of describing the structure of modern American English, and to the implications of the knowledge derived through linguistic methods.

M., W., F., 9:00–9:50 (1st sem.) Prof. Biggar

En 216 (116)—INTRODUCTION TO LINGUISTICS (3)

An examination of the structure of modern American English, and an introduction to the basic assumptions and various descriptive approaches of modern linguistics.

M.,W.,F., 9:00-9:50 (2nd sem.)

Prof. Biggar

En 221 (121)—INTRODUCTION TO MIDDLE ENGLISH (3)

Readings in translation of *Beowulf*, Old English elegies and other short poems, early Middle English works, and the major works of the fourteenth and fifteenth centuries, including a discussion of cultural and literary backgrounds, and critical methods for evaluating medieval literature.

M.,W.,F., 10:00-10:50 (1st sem.)

Prof. Biggar

En 222 (122)—CONTEMPORARIES OF CHAUCER (3)

A study of the major literary figures of Chaucer's Age. In Middle English.

M.,W.,F., 10:00-10:50 (2nd sem.)

Prof. Biggar

En 223—CHAUCER I (3)

A study of Chaucer's poetry from the *Book of the Duchess* through the *Legend of Good Women*, including the *Troilus and Criseyde* and related literature.

M., 4:00-5:45 (1st sem.)

Prof. Hirsh

En 224—CHAUCER II (3)

An intensive study of the *Canterbury Tales*, with selected readings in contemporary writings in Chaucer criticism.

Prerequisite: Reading knowledge of Middle English

M., 4:00-5:45 (2nd sem.)

Prof. Hirsh

En 227—ENGLISH DRAMA TO 1590 (3)

A survey of English Drama from its beginnings to 1590, with attention given to the Wakefield Cycle, *Everyman*, *The Spanish Tragedy*, Jonson's early comedies and the works of Marlowe. Special consideration will be given to the *Second Shepherd's Play*, *Tamburlaine*, and *Dr. Faustus*.

T., 4:00-5:45 (1st sem.)

Prof. Longo

En 229 (129)—ARTHURIAN LEGEND (3)

A study of the earliest documents and of the Middle English Arthurian romances through Malory, with readings, in translation, in Chretien de Troyes, Wolfram von Eschenbach, and other important continental writers.

T.,Th., 1:30-2:45 (1st sem.)

Prof. Regan

En 231—*SHAKESPEARE I* (3)

A survey of current scholarly approaches to the study of Shakespeare's histories and comedies, with a detailed study of selected plays.  
W., 4:00-5:45 (1st sem.) Prof. Duhamel

En 232—*SHAKESPEARE II* (3)

A survey of current scholarly approaches to the study of Shakespeare's tragedies and romances, with a detailed study of selected plays.  
W., 4:00-5:45 (2nd sem.) Prof. Duhamel

En 238—*JACOBEAN DRAMA* (3)

A survey of the achievement of Jacobean tragedy, Jonson's mature comedies, and Shakespeare's "problem comedies." Material will include the drama of Webster, Middleton, and Tourneur.  
T., 4:00-5:45 (2nd sem.) Prof. Longo

En 242—*MILTON II* (3)

Milton's major works—*Paradise Lost*, *Paradise Regained* and *Samson Agonistes*—with a detailed study of *Paradise Lost*.  
F., 3:00-4:45 (2nd sem.) Prof. Hirsh

En 245—*17TH CENTURY PROSE* (3)

Analyses of works by such writers as Hooker, Donne, Bacon, Browne, Hobbes, Dryden, Traherne will explore historical changes in attitudes, feelings, and values.  
M., 2:00-3:45 (1st sem.) Prof. Ferry

En 246—*17TH CENTURY POETRY* (3)

Transformations in literary conventions, genres, poetic diction, verse forms, will be studied in groups of poems by such writers as Donne, Jonson, Herbert, Marvell, Milton, Carew, Waller, Cowley, Rochester, and Dryden.  
M., 2:00-3:45 (2nd sem.) Prof. Ferry

En 253—*AGE OF POPE* (3)

Poetry and prose of the neo-classical period, with special emphasis on the satirical writings of Dryden, Pope, and Swift.  
F., 4:00-5:45 (1st sem.) Prof. Loofbourow

En 254—*AGE OF JOHNSON* (3)

A study of literature in the second half of the eighteenth century, including the novel, biography, essays, and verse, with emphasis on the works of Johnson and his circle.  
F., 4:00-5:45 (2nd sem.) Prof. Loofbourow



En 256 (156)—*ENGLISH FICTION II*

(3)

A typical fictional pattern will be analyzed in Goldsmith's *Vicar of Wakefield*. The ways in which this pattern is satirized, ironically disoriented, questioned and discredited in 19th century English fiction will be discussed in relation to Austen's *Mansfield Park*, Charlotte Bronte's *Jane Eyre*, Dickens' *Great Expectations*, Eliot's *Adam Bede*, Hardy's *Mayor of Casterbridge*, Conrad's *Nigger of the Narcissus*, Firbank's *Prancing Nigger*, Forster's *Where Angels Fear to Tread*.

M., W., F., 10:00–10:50 (2nd sem.)

Prof. Loofbourow

En 257—*ENGLISH ROMANTICISM*

(3)

The development of the Romantic sensibility in the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats. The course will emphasize the phenomenon of Romanticism as the beginning of the modern tradition of literature, and will consider developments in painting and other arts.

Th., 4:00–5:45 (1st sem.)

Prof. Mahoney

En 258—*LITERARY CRITICISM*

(3)

A study of major statements in the history of criticism, and of the problems and issues that occasioned them. Aristotle, Sidney, Dryden, Johnson, Coleridge, Arnold, and Eliot will be given major attention.

Th., 4:00–5:45 (2nd sem.)

Prof. Mahoney

En 259—*COLONIAL AMERICAN LITERATURE*

(3)

Historical, personal, and theological works, the poetry and captivity narratives of the Colonial Period, studied as the bedrock of American Literature. Included are works by Winthrop, Bradford, Mather, Sewall, Morton, Bradstreet, Taylor, Byrd, Edwards, Woolman, deCrevecoeur, and Franklin.

M., 4:00–5:45 (1st sem.)

Prof. McAleer

En 263—*VICTORIAN LITERATURE I*

(3)

A study of the poetry of Tennyson, Browning, Arnold, and Hopkins. Some consideration will be given to historical relationships, but the major emphasis will be on the close reading of individual poems.

T., 4:00–5:45 (1st sem.)

Prof. McCarthy

En 264—*VICTORIAN LITERATURE II*

(3)

A study of the evolution of the English Romantic sensibility from 1830–1900, focusing on the role of the artist in society. Relevant poetry and fiction, but with emphasis on the aesthetic and social criticism of Carlyle, Arnold, Ruskin, and others.

T., 4:00–5:45 (2nd sem.)

Prof. McCarthy

En 266—*AMERICAN ROMANTICISM* (3)

American historical and philosophic romanticism, romanticism of sentiment and of Nature, and Gothicism, studied in the works of Irving, Cooper, Hawthorne, Poe, Emerson, Melville, Parkman, Dana, Stowe, and O'Brien.

M., 4:00-5:45 (2nd sem.)

Prof. McAleer

En 271—*20TH CENTURY BRITISH FICTION* (3)

Studies in Conrad, Ford, Lawrence, Joyce, Forster, and Woolf.

Th., 2:00-3:45 (1st sem.)

Prof. Von Hendy

En 277—*HENRY JAMES AND HIS SUCCESSORS* (3)

The early, middle, and late career of Henry James, with special attention to the international theme, the dilemma of the artist, and the development of narrative technique, and his influence on his followers, particularly Edith Wharton, Willa Cather, and Ellen Glasgow.

Th., 4:00-5:45 (2nd sem.)

Prof. Randall

En 280—*CONTEMPORARY AMERICAN POETRY* (3)

Progress in the symbolic imagination from the Imagists to the present: T. S. Eliot, Crane, William Carlos Williams, Wallace Stevens, Pound, and beyond.

W., 4:00-5:45 (2nd sem.)

Prof. Casper

En 281—*AMERICAN FICTION SINCE 1950* (3)

The implications of literary experimentation in Salinger, Bellow, Updike, Vonnegut, Pynchon, and Hawkes.

W., 4:00-5:45 (1st sem.)

Prof. Casper

En 283—*THE SOUTHERN RENAISSANCE* (3)

An investigation of universal implications in "regional" literature: Faulkner, Robert Penn Warren, The Fugitive and New Critic group, James Agee, Katherine Anne Porter.

To be offered Fall 1971.

Prof. Casper

En 284—*CONTEMPORARY AMERICAN DRAMA* (3)

An exploration of image and motif in the works of O'Neill, Miller, Tennessee Williams and Albee.

To be offered Spring 1972.

Prof. Casper

En 299—*READINGS AND RESEARCH* (3)

By arrangement

THE DEPARTMENT

En 301—*THESIS SEMINAR* (3, 3)

By arrangement

THE DEPARTMENT

En 317 (117)—*SEMINAR IN THE GAWAIN POET* (3)

An exploration of the art and meaning of the two major works of the Gawain-poet, with both close and wide reading. Some knowledge of Middle English is desirable.

W., 4:00–5:45 (1st sem.)

Prof. Biggar

En 350 (150)—*SEMINAR: LITERATURE AND THEOLOGY IN THE 17TH CENTURY*

Close readings of the principal religious writers (e.g., Donne, Browne, Bunyan) to explore the various ways in which literature and theology interact in the period.

F., 4:00–5:45 (2nd sem.)

Prof. Reiter

En 359 (159)—*SEMINAR IN JANE AUSTEN AND THE BRONTES* (3)

An intensive study of three major nineteenth century novelists.

M., 3:00–4:45 (1st sem.)

Prof. Loofbourow

En 394 (194)—*SEMINAR IN JOYCE* (3)

An in-depth consideration of the life and works.

W., 3:00–4:45 (2nd sem.)

Prof. Shea, S.J.

## DOCTORAL SEMINARS

En 439—*DOCTORAL SEMINAR: MORE AND BACON*

An attempt to define the traditions which shaped the humanism of More and the scientific methodology of Bacon as well as the factors which influenced their prose styles.

M., 1:00–3:00 (1st sem.)

Prof. Duhamel

En 442—*DOCTORAL SEMINAR: JOHN DONNE* (3)

An intensive study of the life and works of John Donne.

T., 10:00–12:00 (2nd sem.)

Prof. R. Hughes

En 455—*DOCTORAL SEMINAR: HAZLITT & KEATS* (3)

Studies in Hazlitt's critical theory and Keats's poetry as part of the early nineteenth century discussion of the role of imagination in poetry.

W., 10:00–12:00 (1st sem.)

Prof. Mahoney

En 462—*DOCTORAL SEMINAR: ENGLISH CRITICISM OF LATE 19TH CENTURY*

A study of the critical writings of Carlyle, Arnold, Ruskin, and others, with a focus on the new relations between literature, myth, and religion emerging in the post-Romantic era.

W., 10:00–12:00 (2nd sem.)

Prof. McCarthy



## **FACULTY**

### **DEPARTMENT OF ENGLISH (En)**

*Professors:* Leonard R. Casper, P. Albert Duhamel, Anne D. Ferry, Edward L. Hirsh, Richard E. Hughes, John L. Mahoney, John J. McAleer.

*Associate Professors:* Paul C. Doherty, Joseph A. Longo, John W. Loofbourow, John F. McCarthy, John H. Randall III, Robert Reiter, Francis X. Shea, S.J., Andrew J. Von Hendy (Chairman).

*Assistant Professors:* Raymond Biggar, Charles L. Regan.

## **DEPARTMENT OF GEOLOGY & GEOPHYSICS (Ge)**

### **M.S. PROGRAM**

Applicants must present satisfactory undergraduate courses in physics, mathematics, and geology. This program is designed to provide strong background in fundamental areas for students at the Master of Science Degree level, and especially for potential Ph.D. Candidates in the following categories: (1) students who transferred into geology-geophysics from other fields late in undergraduate careers and who need additional background in geology or geophysics before facing the rigors of Ph.D. work; (2) students with a strong liberal arts training who have not had an opportunity to obtain sufficient background in related sciences and mathematics; and (3) students well prepared in geology, physics, mathematics, chemistry, or biology interested in broadening their graduate work at the M.S. level before doctoral studies elsewhere. No single curriculum is prescribed. Instead, flexible course programs will be planned based upon the student's background, need, capabilities, and recommendations by previous faculty advisors. Related sciences are a fundamental part of these programs. Close involvement with independent research should also be considered an integral part of the program. A thesis may be required of those students for whom the Master's Degree is terminal.

### **M.S.T. PROGRAM**

Applicants must present satisfactory undergraduate courses in the physical sciences. Plans A and B are commonly for those without prior teaching experience; a 36 credit M.S.T. program of which 15 credits are in earth sciences, 15 credits in the education field, and 6 credits are for supervised internship teaching. Plan C is for experienced teachers, a 30 credit M.S.T. program, of which at least 15 credits are in earth sciences.

The general program as described for the M.S. degree is applicable to the M.S.T. program with modifications.

In both of the above programs, the language requirement follows the Graduate School policy as described in the introductory section of

this bulletin. Competence in computer programming and application to problems in geology or geophysics may be substituted for the modern language requirement. A test for such competence will be administered by the Department. Graduate Record Exam scores—verbal, quantitative, and advanced tests are required.

Teaching and research assistantships up to \$2200.00 with or without remission of tuition are available, depending on qualifications. M.S.T. Degree candidates in Plans A and B may be eligible for teaching internships in a local school system. These carry a stipend of up to \$3000.00 for which six credits are in practice teaching.

## COOPERATIVE PROGRAM WITH BOSTON UNIVERSITY

A recently instituted cooperative program with the Department of Geology of nearby Boston University has been initiated. This program will permit degree candidates at Boston College to pursue courses in the areas of economic geology, geochemistry, and hydrogeology among others. Unless other specific arrangements are made, courses offered by B.C. faculty will be given at the B.C. campus, and those offered by B.U. faculty will be given at the B.U. campus.

## COURSES OF INSTRUCTION

### Ge 203-204—*GEOCHEMISTRY* (3, 3)

A comprehensive study of the theory and applications of geochemistry to the problems of mineral exploration. Sampling and measurement and the interpretation of geochemical values will be considered for various environments on both regional and local scales.  
Not offered in 1970-71.

### Ge 205—*ECONOMIC GEOLOGY* (3)

Nature of economic deposits, including metallic and nonmetallic ores, coal, and oil. Analytical survey of processes of concentration and localization operating in various environments.

This course is offered on the Boston University campus under the number CLA GL 341.

Prof. Gheith

### Ge 208—*GEOLOGY OF NEW ENGLAND* (3)

This is an introduction to the major problems of development of this part of the Northern Appalachian mountain system. Criteria for recognition and interpretation of nappes, overthrusts, and mantled gneiss domes will be developed. Analysis of published data and relation to pertinent examples of geosynclinal development, volcanism, plutonism, metamorphism, and crustal evolution in other parts of the world will be emphasized.

Not offered in 1970-71.

Prof. Skehan

Ge 212—*GLACIAL AND PLEISTOCENE GEOLOGY* (3)

Interpretation of erosional and depositional features of glaciers. Survey of Pleistocene deposits of North America and Europe.

This course is offered on the Boston University campus under the number GRS GL 712.

Prof. Caldwell

Ge 214—*ECONOMIC MINERAL DEPOSITS* (3)

Origin and detailed geology of important metallic and nonmetallic mineral deposits. Methods and equipment used in exploration. Sampling and evaluation of mineral properties. Economic factors affecting the mineral industry.

This course is offered on the Boston University campus under the number GRS GL 742.

Prof. Gheith

Ge 215—*GEOCHEMISTRY OF ORE DEPOSITS* (3)

Nature of ore-forming fluids; geothermometry and geobarometry. Study of phase equilibria in multicomponent oxide, sulfide and silicate mineral systems of economic significance.

This course is offered on the Boston University campus under the number GRS GL 743.

Ge 219—*STRUCTURAL MINERALOGY* (3)

Introductory crystallography; symmetry, point groups, crystal forms, lattices, and space groups. Use of X-rays for mineral identifications; crystal structures of selected group representatives with special emphasis on silicate structures.

This course is offered on the Boston University campus under the number CLA GL 421.

Ge 221—*GEOMETRICAL CRYSTALLOGRAPHY* (3)

Measurement, drawing, and description of crystals.

This course is offered on the Boston University campus under the number GRS GL 721.

Prof. Wolfe

Ge 222—*STRUCTURAL CRYSTALLOGRAPHY* (3)

Theory of X-ray diffraction in crystal. Laboratory in applied techniques of X-ray investigation of crystals, including powder, oscillation, and Laue and Weissenberg procedures.

This course is offered on the Boston University campus under the number GRS GL 722.

Prof. Wolfe



Ge 223—*ELASTIC WAVE THEORY I* (3)

Stress and strain in an elastic solid; body waves; reflection and refraction of seismic waves; surface waves and dispersion.

Prerequisite: Math 5, 6, 23, 24, 135, 136; Physics 23, 24.

Ge 224—*ELASTIC WAVE THEORY II* (3)

Lamb's problem; point and line sources; free oscillations of the earth.

Prerequisite: Ge 223.

Ge 225—*SIGNAL PROCESSING IN GEOPHYSICS* (3)

Random variable theory; Fourier transform methods; power spectra; prediction operators.

Prerequisite: One course or capability in Fortran.

Mr. Hogan

Ge 227—*PHYSICS OF THE SOLID EARTH* (3)

Methods of observation and interpretation of geophysical phenomena. Topics include age determination, heat flow, gravity, electric and magnetic fields, seismology, geodesy, and interior of the earth. Some of the recent results of research in these subjects will be discussed.

Ge 228—*SEISMOLOGY* (3)

A study of the causes and effects of earthquakes, seismicity of the earth as related to global tectonics. Seismic instrumentation; seismic rays and seismic waves; magnitude and intensities; travel times; focal mechanisms. Ray theory, and seismic velocity in the interior of the earth.

Ge 232—*APPLICATION OF GEOPHYSICAL METHODS* (3)

The seismic, gravimetric and electrical techniques are explained and their application to the study of subsurface topography demonstrated.

Mr. Holt & Mr. Murphy

Ge 233-234—*GEOCHEMISTRY* (3, 3)

Geochemical significance of chemical properties of the elements. Use and limitations of radioactive nuclides in the measurement of geologic time. Chemical aspects of igneous, sedimentary, and metamorphic processes and systems. Construction of geochemical diagrams.

This course is offered on the Boston University campus under the number CLA GL 471-472.

Prof. Brownlow

Ge 236—*OCEANOGRAPHY* (3)

A survey of physical oceanography. The basic laws of fluid mechanics are treated as a background for studies of oceanic processes. The problems of ocean currents are considered with particular emphasis on the Gulf Stream.

Prerequisite: Math 5, 6, 23, 24; Physics 23, 24.

Not offered in 1970-71.

Prof. Brooks

Ge 238—*METEOROLOGY* (3)

The application of physical laws of thermal radiation, statistics, and dynamics to the atmosphere. Analysis and forecasting of weather in terms of general circulation on an hemispheric scale.

Prerequisite: Math 5, 6, 23, 24; Physics 23, 24. Prof. Brooks

Ge 243—*SEDIMENTATION* (3)

A study of the concepts of sedimentological processes involving solid and soluble materials in a fluid or gaseous medium. Qualitative and quantitative analyses of these unconsolidated and consolidated sediments will be made. Sources of materials, methods and manner of transport, and depositional conditions and environments will be discussed.

Prerequisite: Ge 11

Ge 244—*SEDIMENTARY PETROLOGY* (3)

Sedimentary rocks are studied in hand specimen and in thin-section. Petrographic, X-ray, and other techniques will be used to analyze these rocks in both quantitative and qualitative manner.

Prerequisite: Ge 11, 35. Prof. Roy

Ge 245-246—*REGIONAL GEOLOGY AND TECTONIC PRINCIPLES* (3, 3)

This systematic and regionally-oriented study of major mountain systems of the world will be chiefly concerned with an attempt to evolve tectonic principles governing the cycle of mountain building. Characteristic patterns of volcanism, plutonism, metamorphism and structural evolution of geosynclines will be emphasized. Field project.

Prerequisite: Ge 37

Not offered in 1970-71. Prof. Skehan

Ge 247—*INTRODUCTION TO PALEONTOLOGY* (3)

An introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment.

Prof. Brown

Ge 248—*MICROPALAEONTOLOGY* (3)

An introduction to the study of the very small but very important taxa of the plant and animal kingdoms. Groups studies will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms.

Prerequisite: Ge 147 or 247 Prof. Brown

Ge 249—*INSTRUMENTATION FOR GEOPHYSICAL SCIENCES* (3)

Mathematical methods for solving systems of linear equations; basic current theory; analog systems; and instrumentation as a system.

Prerequisite: Math 5, 6, 23, 24 Dr. Prevett

Ge 254—*PHASE EQUILIBRIA IN MINERAL SYSTEMS* (3)

Study of heterogeneous equilibrium. Graphical and mathematical representation and interpretation of phase relationships in selected systems. Application of phase studies to solution of geochemical problems. This course is offered on the Boston University campus under the number GRS GL 774. Prof. Gheith

Ge 257—*PETROGRAPHY*

Training in the identification and classification of igneous, metamorphic and sedimentary rocks in hand specimen and thin section.

Prerequisite: Ge 36 or equivalent Prof. Dudley

Ge 258—*INTRODUCTION TO PETROLOGY* (3)

Introduction to the principles of phase equilibria. Discussion of the origin and evolution of igneous and metamorphic rocks in the light of experimental and petrographic evidence.

Prerequisite: Ge 257 or equivalent Prof. Dudley

Ge 261-262—*THEORETICAL STRUCTURAL GEOLOGY*  
*I AND II* (3, 3)

The brittle and ductile behavior of rocks will be analyzed during treatment of the following: Mohr representation of stress and strain, failure criteria, plasticity theory, pore pressure, and frictional coupling of rock masses. Geologic problems to be considered will include analysis of dike and sill formation, gravitational sliding and thrust faulting, the determination of current tectonic stresses at shallow depths in the earth, and the prediction of earthquakes.

Not offered in 1969-70 Prof. Bombolakis

Ge 263-264—*ROCK MECHANICS I AND II* (3, 3)

A continuation of topics treated in Ge 261-262 Theoretical Structural Geology. The course will include a study of stress functions and their application to prediction of stress and strain gradients in large rock masses, with the purpose of predicting locales of deformation. Theoretical analysis will be coordinated with photoelastic and rock model studies.

Prerequisite: Ge 161-162 or 261-262 Prof. Bombolakis

Ge 293—*SEMINAR IN GEOLOGY* (1)  
THE DEPARTMENT

Ge 294—*SEMINAR IN GEOPHYSICS* (1)  
THE DEPARTMENT

Ge 295-296—*RESEARCH IN GEOLOGY* (3, 3)  
A study of some problem or area of knowledge in geology.  
THE DEPARTMENT



Ge 297-298—*RESEARCH IN GEOPHYSICS* (3, 3)

A study of some problem or area of knowledge in geophysics.

THE DEPARTMENT

Ge 301-302—*THESIS DIRECTION* (3, 3)

A three-point non-credit course.

THE DEPARTMENT

## **FACULTY**

### **DEPARTMENT OF GEOLOGY & GEOPHYSICS (Ge)**

*Professors:* Edward M. Brooks, Daniel Linehan, S.J., James W. Skehan, S.J.

*Associate Professors:* Emanuel G. Bombolakis, George D. Brown, Jr. (Chairman)

*Assistant Professors:* John F. Devane, S.J.\*, Priscilla P. Dudley, George T. Ladd, David C. Roy

#### *Research*

*Assistant Professor:* Peter D. Prevett

*Research Instructor:* John G. Hogan

*Lecturers:* Richard J. Holt, Vincent J. Murphy, Robert E. Riecker

### **ASSOCIATED FACULTY AT BOSTON UNIVERSITY**

*Professors:* Mohamed A. Gheith, Arthur H. Brownlow, Dabney W. Caldwell, Won C. Park, C. Wroe Wolfe

## **DEPARTMENT OF GERMANIC STUDIES (Gm)**

The Department of Germanic Studies offers Master of Arts, Master of Arts in Teaching and Doctor of Philosophy programs in Germanic languages. Offerings and degree requirements have been organized to provide candidates with a solid grasp of their general field of interest, as a foundation for doctoral research work, or in preparation for teaching in secondary schools.

Courses of interdepartmental interest, *given in English*, are offered to graduate students and qualified upperclassmen who intend to undertake advanced work in comparative literature, philology, or area programs, and to those who wish to enrich their background for work in related fields. They may be counted by degree candidates in German toward fulfillment of their course requirements with the permission of the Director of Graduate Studies, once these candidates have covered their chosen field.

Courses of this type are preceded by an asterisk in the departmental listing.

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\* Leave of Absence, 1970-1971

## PREREQUISITES FOR ADMISSION

Students applying for admission to graduate degree programs in Germanic Studies must ordinarily satisfy the following prerequisites:

- 1) They must have achieved a general coverage of their major literature at the undergraduate levels. A formal survey course, or a sufficient number of courses more limited in scope, passed with distinction, satisfy this requirement.
- 2) At least two period or genre courses in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.
- 3) Candidates must have acquired an active command of the German language.

Applicants with deficiencies in any of these prerequisites, but with good potentialities for graduate study, may be admitted conditionally, with the understanding that these deficiencies will be eliminated before they are considered degree candidates in full standing.

## THE MASTER OF ARTS DEGREE

Candidates for the M.A. in Germanic Studies must normally earn a minimum of thirty credits in courses distributed over the major periods of German literature. At least half of these credits must be earned in courses open to graduates only, i.e. those numbered 200 and over. In addition, students are expected to acquire first-hand knowledge of the literary works included in the departmental reading list, designed to fill whatever gaps may remain in the general coverage of their field.

## THE MASTER OF ARTS IN TEACHING

Candidates for the M.A.T. in Germanic Studies must earn at least fifteen credits in German language and literature. Their program should always include courses in Advanced Composition and Stylistics. In addition, they are expected to familiarize themselves with those works in the departmental reading list which are designated as required for all degree candidates.

### *Comprehensive Oral Examination*

Upon completion of these course requirements, an M.A. or M.A.T. candidate must pass a comprehensive oral examination, of not more than one hour's duration, to demonstrate mastery of his field in the following respects:

- 1) Comprehensive knowledge of German literature. The examination is focused upon the candidate's course record, with questioning of a more general nature based upon the departmental reading list.
- 2) Fluency in the use of his major language. The examination is conducted in German to determine the candidate's proficiency.
- 3) A general knowledge of the history of the language.

## THE MASTER OF ARTS THESIS

A candidate for the M.A. whose course background is considered adequate and who gives positive indications of ability to produce original meaningful research work, may be authorized to offer a thesis in lieu of six course credits. This permission is granted by the Director of Graduate Studies, upon recommendation of a committee of professors who are familiar with the candidate's capabilities and who would be involved in the direction of the thesis.

Candidates for the M.A.T. are not permitted to offer theses, since course coverage of their major subject is already limited by other special requirements. However, they are expected to demonstrate their ability to do individual work at the graduate level in seminars and term papers.

## THE DOCTOR OF PHILOSOPHY PROGRAM

The Department of Germanic Studies offers a Ph.D. program in three areas of concentration:

- I. German Literature
- II. German Philology
- III. Medieval Studies (to 1550) with special emphasis on German and Latin Literature.

## SPECIAL REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN GERMANIC STUDIES

The general requirements are stated in the introductory section of this bulletin. The special requirements in Germanic languages and literatures are as follows:

### *Preliminaries*

To be admitted to graduate work leading to the degree of Doctor of Philosophy in this department the student must:

- a) have the ability to read difficult German, a fair facility in writing and speaking German, and a general acquaintance with German Literature and German history.
- b) must normally have a reading knowledge of French and Latin (either language can be replaced by another with special permission) tested by taking qualifying examinations given by the Director of Graduate Studies. These examinations should normally be taken during the first year of studies in the department.

### *Courses*

Students are required to take a minimum of eight year courses or their equivalent for credit, plus a sufficient number of seminars. Additional courses may be audited. Students may concentrate in the area of either German literature or Germanic philology and medieval studies. Those concentrating in one of these areas must take two year courses or the



equivalent in the other area. The course announcement below indicates the distinction between the three fields of study.

*German literature* covers the period from 1150 to the present. Students are expected to pursue a balanced program and will have to show adequate knowledge of the whole field at the doctoral examination.

*German philology* and medieval literature comprise Germanic linguistics, Old Germanic literature and civilization, medieval German Literature. Students majoring in this area concentrate normally on either the medieval German or the Old Germanic field. Every student working for a Ph.D. degree in German literature must take at least one semester course in the history of the German language and one semester course covering the chief problems of Germanic philology. Students working for the Ph.D. degree in Germanic philology must pay special attention to Gothic and Old High German in addition to basic knowledge of another Germanic language (Dutch, Danish, Swedish, Norwegian, Icelandic).

#### *Medieval Literature (German and Latin)*

Prerequisites and requirements:

- 1) Applicants should have an appropriate command of the language they will study and a course background in at least one medieval literature.
- 2) General coverage of the major literature should be completed by the third semester of graduate study.
- 3) A reading knowledge of medieval Latin and German is required and a qualifying examination must be taken early in the program. Doctoral candidates specializing in the general area of medieval literature must develop competence in the following areas:
  - 1) History of two medieval literatures (German and Latin).
  - 2) History of the two major languages.
  - 3) History of the medieval and Renaissance culture.

The subject of the dissertation will deal with a problem in medieval or Renaissance literature.

One year course outside the department may be taken for credit; all students may audit courses in other departments with the permission of the Director of Graduate Studies and the course instructor.

Students studying for the Ph.D. degree in medieval literature should pay equal attention to medieval German and medieval Latin literature as well as to palaeography. They should discuss their individual course requirements in both languages with the Director of Graduate Studies. A special reading list is available for students studying under this program which will include major medieval German and Latin authors and poets.

#### *Examination and the Dissertation*

It is expected that students pass a general oral examination not later than April 15 of their third year of study and that they submit a brief bulletin of the dissertation not later than June 1 of the same year. The

department may ask the candidate to defend his dissertation upon completion.

For details concerning format and submission of the dissertation, consult General Information: "Requirements for the Ph.D. Degree".

### *Transfer Credit*

Students requesting advanced standing for graduate work done elsewhere will be expected to accelerate their program in direct proportion to the transfer credits granted.

## COURSES OF INSTRUCTION

Gm 143-144—*GOETHE'S WORKS EXCEPT FAUST* (3, 3)

Reading and discussion of Goethe's major works. Outline of his literary development. His relationship with Schiller, to contemporary writers and to the German Romantic School.

Conducted in German.

Offered 1971-1972 Prof. Bluhm

Gm 145—*FAUST I* (3)

A careful study of the first part of Goethe's masterpiece. The Faust theme in world literature. The intellectual background of the age of Goethe.

Conducted in German.

Offered 1974-75 Prof. Bluhm

Gm 153-154—*THE GERMAN NOVELLE* (3, 3)

A critical study of the evolution and development of the *Novelle* as an independent genre from its inception with Goethe, through the 19th century with Brentano, Storm, Meyer, and including the modern period with Kafka, Thomas Mann, Dürrenmatt.

Conducted in German.

Offered 1971-1972 Prof. Cahill

Gm 155-156—*GERMAN LYRIC POETRY OF THE NINETEENTH CENTURY* (3, 3)

A careful reading and discussion of the poetry of Heine, Mörike, Hebbel, Keller, C.F. Meyer, Droste-Hülshoff.

Conducted in German.

Offered 1972-1973 Prof. Bruhn

Gm 157-158—*GERMAN DRAMA OF THE NINETEENTH CENTURY* (3, 3)

The evolution of the German drama from Romanticism to Naturalism. The impact of philosophical, social, and political ideas on both the theory and practice of the drama. Reading and discussion of selected plays by such authors as Tieck, Kleist, Büchner, Grabbe, Grillparzer, Hebbel, Ludwig, Anzengruber, and Hauptmann.

Conducted in German.

M., W., 3:00-4:15 (both sems.) Prof. Bruhn

Gm 160—GOTTFRIED KELLER AND C. F. MEYER (3)

The achievements of the two major representatives of German Poetic Realism in Switzerland. The influence of both German and Romance culture and tradition on their attitude and style. Reading and analysis of selected works such as *Das Sinngedicht*, *Die Leute von Seldwyla*, *Das Amulett*, *Der Heilige*, and *Die Versuchung des Pescara*.

Conducted in German.

M., W., 1:00–2:15 (2nd sem.)

Prof. Bruhn

Gm 162—GERMAN NATURALISM (3)

Origins, aims and achievements of the Naturalist school in Germany, and its significance in the evolution of modern German literature, notably the drama. Discussion of the intellectual, social, and literary background of this European movement. Reading and analysis of narrative prose, drama, and theoretical writings of such authors as Halbe, Holz, Schlaf, Sudermann, and especially Gerhart Hauptmann.

Conducted in German.

Offered 1974–1975

Prof. Bruhn

Gm 163—MODERN GERMAN NOVEL SINCE 1880 (3)

A detailed study of the development of the novel from 1880 to 1945 centered on its varied trends in Naturalism through Expressionism and concentrating on such authors as Schnitzler, Rilke, Hesse and others.

Conducted in German.

T., Th., 3:00–4:15 (1st sem.)

Prof. Cahill

Gm 164—GERMAN NOVEL OF THE POST WAR PERIOD (3)

An analysis of contemporary Novelists from 1945 to the present, such as Johnson, Lenz, Walser etc., who typify the changes through which the present-day novel has evolved.

Conducted in German.

T., Th., 3:00–4:15 (2nd sem.)

Prof. Cahill

Gm 171–172—THOMAS MANN (3, 3)

A study of the development of Mann's craft of fiction and his contribution to the modern German novel through a close analysis of his major works. Readings include both novels, such as *Buddenbrooks*, *Der Zauberberg*, *Felix Krull*, *Lotte in Weimar*, and *Doktor Faustus*, and also Novellen, such as *Tonio Kröger*, *Der Tod in Venedig*, and *Mario und der Zauberer*.

Conducted in German.

Offered 1974–1975

Prof. Bruhn

Gm 175–176—CULTURAL BACKGROUND OF GERMAN  
LITERATURE (3, 3)

The cultural and artistic achievements of German speaking Europe,



from the Middle Ages to the present. Their relation to the major movements in German literature.

Conducted in German.

M., W., 1:00–2:15 (both sems.)

Prof. Melngailis

Gm 181—*ADVANCED COMPOSITION* (3)

This course is designed to develop the student's ability to express himself with precision and ease both in written and spoken German. Exercises in speaking and writing as well as a critical reading of selected material will focus on difficult grammatical problems, idiomatic usage, and vocabulary building.

Conducted in German.

M., W., F., 11:00–11:50 (1st sem.)

Prof. Bruhn

Gm 182—*ADVANCED COMPOSITION* (3)

Continuation of Gm181. Aiming toward an increasing awareness of stylistic aspects of the German language. Further development of variety, flexibility and ease in written and oral expression.

Conducted in German.

M., W., F., 11:00–11:50 (2nd sem.)

Prof. Eykman

Gm 201—*INTRODUCTION TO GERMANIC PHILOLOGY* (3)

The Indo-European parent language. Phonetic changes in Germanic. The first 'Sound-Shift'. The development of the vowels and semi-vowels. The declension system. Strong and weak verbs. Word formation. Syntax. Characteristic changes in West and North Germanic. The second 'Sound-Shift'. German dialects. Name formation from the Old High German period onwards. The German writing. German folklore. History of Germanic Philology.

Conducted in German.

Offered 1971–1972

Prof. Szövérfy

Gm 204—*SCANDINAVIAN PHILOLOGY AND RUNIC STUDIES* (3)

The Proto-Nordic language. Phonology. Morphology. Elder runic inscriptions (before 700). The Old Scandinavian language. Syncope. Mutation. Breaking. Old Danish runic inscriptions.

Conducted in English.

M., 4:30–6:15 (2nd sem.)

Prof. Nielsen

Gm 205—*GOTHIC* (3)

The place of Gothic in the development of the Germanic languages. The history of the Goths. Written monuments of the Gothic language. Gothic grammar (nouns, verbs, etc.). Translations of Gothic texts.

Conducted in German.

T., 4:30–6:15 (1st sem.)

Sister Regina Marie Koch

Gm 206—OLD HIGH GERMAN AND OLD SAXON (3)

The division of the German language in the Old High German period. The history of Old High German and Old Saxon literature in Germany. Old High German grammar: the nouns, the verbal system, adjectives, etc. Syntactical peculiarities. Translation of Old High German and Old Saxon texts.

Conducted in German.

T., 4:30–6:15 (2nd sem.)

Sister Regina Marie Koch

Gm 208—THE DANISH LANGUAGE (3)

Survey of history and structure of the Danish language: phonology, morphology and lexicography, against the background of Danish cultural history.

Conducted in English.

F., 4:30–6:15 (2nd sem.)

Prof. Nielsen

Gm 210—HISTORY OF THE GERMAN LANGUAGE (3)

Major stages of its development (the Germanic Period, Old High German, Middle High German. Early New High German, and New High German.) The influence of courtly culture, Humanism, the Reformation, Baroque society, Pietism, Enlightenment, Classicism, and the Romantic School on German language and style. Literary and linguistic problems.

Conducted in German.

Offered 1973–1974

Prof. Szövérfy

Gm 215—COURTLY EPIC IN THE MIDDLE HIGH GERMAN PERIOD (3)

Reading and discussion of courtly authors such as Heinrich von Veldeke, Hartman von Aue, Wolfram von Eschenbach et al. French models will be studied and stylistic differences analysed.

Conducted in German.

M., 4:30–6:15 (1st sem.)

Prof. Szövérfy

Gm 217—LYRIC POETRY OF THE MIDDLE AGES (3)

A systematic study of the German Minnesang between 1150 and 1230. Reading of major authors from von Kürenberg to Walther von der Vogelweide.

Conducted in German.

Offered 1972–1973

Prof. Szövérfy

Gm 219—WALTHER VON DER VOGELWEIDE AND LATER MINNESANG (3)

Reading and discussion of Walther's lyric poetry (*Minnelieder*, *Sprüche*, Crusader and religious songs). Minnesang after Walther and Neidhart von Reuenthal in the 13th century.

Conducted in German.

Offered 1971–1972

Prof. Szövérfy

Gm 220—*THE NIBELUNGENLIED* (3)

A close study of the text, its literary and philological problems. Possible origins and development of the early stages to the ältere Nibelungennot. Influence of courtly culture.

Conducted in German.

Offered 1974–1975

Prof. Szövérfy

Gm 222—*PARZIVAL* (3)

A close study of literary, philological and historical problems related to Parzival by Wolfram von Eschenbach.

Conducted in German.

Offered 1972–1973

Prof. Szövérfy

Gm 224—*THE LATER MIDDLE AGES* (3)

German literature from the thirteenth century to Humanism. Decline of *Minnesang* from Neidhart von Reuenthal to Oswald von Wolkenstein. The Meistergesang. The development of the epic in the thirteenth century. German prose narratives in the later Middle Ages. Early forms of the *Volksbuch*. Changes in the intellectual climate. Foreign influences. Centers of culture and learning.

Conducted in German.

Offered 1973–1974

Prof. Szövérfy

Gm 225–226—*HUMANISM AND REFORMATION* (3, 3)

Close reading of *Ackermann aus Böhmen*, Sebastian Brant's *Narrenschiff*, and Martin Luther's chief writing.

Conducted in German.

Offered 1972–1973

Prof. Bluhm

Gm 227–228—*THE LITERARY ACHIEVEMENT OF  
MARTIN LUTHER* (3, 3)

A detailed study of Luther's German Bible in its relation to the pre-Lutheran vernacular Bibles as well as a close study of the major hymns and selected writings from all periods of Luther's literary activity.

Conducted in German.

T., 4:30–6:15 (both sems.)

Prof. Bluhm

Gm 235—*GERMAN BAROQUE LYRICS* (3)

A chronological study of major poets: Opitz, Spee, Weckherlin, Logau, Dach, Gerhardt, Flemming, Gryphius, Klaj, Rist, Hofmann von Hofmannswaldau, Scheffler, Harsdörfer, Zesen, Kuhlmann, Günther. Close reading of poems, religious and secular lyrics. Discussion of major themes, and analysis of forms.

Conducted in German.

Offered 1972–1973

Prof. Szövérfy



Gm 236—*GERMAN BAROQUE THEATRE* (3)

A study of major writers and their tragedies and comedies. (Gryphius, Lohenstein, etc.). The Welt-Theater tradition at the Imperial Court and in Germany. Opera and theater.

Conducted in German.

M., 4:30–6:15 (2nd sem.)

Prof. Szövérfy

Gm 237—*GERMAN BAROQUE NOVEL AND PROSE NARRATIVE* (3)

Works by the 17th century German writers: J. M. Moscherosch, J. J. Christ. von Grimmelshausen (*Simplicissimus*, *Courasche*, *Das wunder-barliche Vogelnest*), Christian Reuter (*Schelmuffsky*). Picaresque romance and satire. The heroic novel: Philipp von Zesen (*Die adriatische Rosemund* etc.) Translations.

Conducted in German.

Offered 1973–1974

Prof. Szövérfy

Gm 239—*THE ENLIGHTENMENT IN GERMANY* (3)

Presentation of the philosophical background of the Age of Enlightenment (England, France, Germany). 18th century poetics. A thorough study of the poetry of the *Anakreontiker* and of selected works by Gessner, Gellert, Lessing, Wieland, and Klopstock.

Conducted in German.

F., 4:30–6:15 (1st sem.)

Prof. Eykman

Gm 242—*THE DRAMA OF STRUM UND DRANG* (3)

Reading and analysis of plays by Klinger, Lenz, Wagner, Maler Müller, and young Schiller. Writings by Hamann and Herder, as well as the poetry and the general intellectual climate of the period will also be considered.

Conducted in German.

W., 4:30–6:15 (2nd sem.)

Prof. Melngailis

Gm 245—*FAUST I* (3)

A careful study of the first part of Goethe's masterpiece. The Faust theme in world literature. The intellectual background of the age of Goethe.

Conducted in German.

Offered 1974–1975

Prof. Bluhm

Gm 247–248—*FAUST II* (3, 3)

A careful study of the second part of Goethe's masterpiece. The intellectual climate out of which it grew. General aspects of Goethe's last years.

Conducted in German.

Th., 4:30–6:15 (both sems.)

Prof. Bluhm

Gm 249-250—THE WORKS OF SCHILLER (3, 3)

Schiller's place in German literature; his idealism and influence on German thought. Reading and discussion of his dramas, *Die Räuber*, *Die Jungfrau von Orleans*, *Wilhelm Tell*, etc.; his theoretical and aesthetic writings.

Conducted in German.

Offered 1972-1973

Prof. Bluhm

Gm 251—SCHILLER'S AESTHETIC WRITINGS (3)

A detailed analysis of Schiller's *Briefe über die ästhetische Erziehung des Menschen* and their background. The significance of Schiller's ideas for a general philosophy of culture. Attention will also be paid to Schiller's relevant philosophical poems.

Conducted in German.

Offered 1975-1976

Prof. Bluhm

Gm 252—GERMAN ROMANTICISM (3)

Wackenroder, Tieck, Fr. and A. W. Schlegel, Novalis, Jenau and Heidelberg Romanticists. Brentano, A. von Arnim, Jos. Görres, The Grimm Brothers, Fouqué. Chamisso, Eichendorff, Romantic narrative and poetry. E.T.A. Hoffmann. Music and art. Transition to Jung Deutschland.

Conducted in German.

W., 4:30-6:15 (2nd sem.)

Prof. Szövérfy

Gm 253-254—THE GERMAN BILDUNGSROMAN (3, 3)

A careful reading and discussion of Wieland's *Agathon*, Goethe's *Wilhelm Meister*, Keller's *Der grüne Heinrich*, Stifter's *Der Nachsommer*, Thomas Mann's *Der Zauberberg*, Hesse's *Das Glasperlenspiel*. These major novels will be examined against the general intellectual history of the eighteenth, nineteenth and twentieth centuries.

Conducted in German.

Offered 1974-1975

Prof. Bluhm

Gm 265—THE DRAMA OF GERMAN IMPRESSIONISM  
AND EXPRESSIONISM (3)

A close study of structure and theme in selected plays by Arthur Schnitzler and Hugo von Hofmannsthal, as well as the Expressionists (Reinhard Johannes Sorge, Reinhard Goering, Georg Kaiser, Ernst Toller, Ernst Barlach, Ludwig Rubiner, Walter Hasenclever).

Conducted in German.

Offered 1972-1973

Prof. Eykman

Gm 266—CONTEMPORARY GERMAN DRAMA (3)

A study of selected plays by Bertolt Brecht, Max Frisch, Friedrich Dürrenmatt, Rolf Hochhuth, and Peter Weiss.

Conducted in German.

Offered 1971-1972

Prof. Eykman

Gm 274—*GERMAN LYRIC POETRY OF THE  
TWENTIETH CENTURY*

(3, 3)

A close study of George, Rilke, Hofmannsthal, the Expressionists; poetry after the Second World War.

Conducted in German.

F., 4:30–6:15 (both sems.)

Prof. Eykman

Gm 277—*BERTOLT BRECHT*

(3)

A study of Brecht's theater. Analysis of his dramas to be supplemented by readings in his theoretical writings and poetry.

Conducted in German.

W., 4:30–6:15 (1st sem.)

Prof. Melngailis

Gm 279–280—*GERMAN DRAMA AND NOVEL AFTER 1945*

(3, 3)

The course focuses on the socially critical tendencies of the Novel and on the development of the tradition of the political drama in Post War Germany. Novelists treated are among others Johnson, Kant, Reinig, Böll, Beckelmann, Seuren, Lenz, and Grass. Dramatists treated are among others Hochhuth, Grass, Weiss, and Handke.

Conducted in German.

W., 4:30–6:15 (both sems.)

Prof. Triesch

Gm 299—*IRISH FOLKLORE AND MEDIEVAL LITERATURE*

(3)

Discussion and reading of texts related to Irish folk tradition, oral literature. Study of prehistoric elements of Irish folk beliefs and customs. Popular feasts, religious traditions. Influence of medieval literature on Irish folklore. Assimilation of foreign traditions and transmission of Irish traditions to other countries. International and Irish tales.

Conducted in English.

W., 4:30–6:15 (1st sem.)

Prof. Szövérfy

Gm 300—*READING AND RESEARCH*

(3)

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the chairman, upon advice of the thesis director.

By arrangement

THE DEPARTMENT

Gm 301—*THESIS SEMINAR*

(3, 3)

Individual work under tutorial supervision, to assist the student with problems of research related to the writing of the thesis.

By arrangement

THE DEPARTMENT

Gm 311—*BIBLIOGRAPHY AND METHODS OF  
LITERARY RESEARCH*

(3)

Introduction to the techniques of bibliography and scholarly research in the field of German literature. Theory of the literary genres. Prob-



lems of interpretation. Selected reading of texts by outstanding German scholars. Practical exercises.

Conducted in German.

M., 4:30–6:15 (1st sem.)

Prof. Eykman

Gm 331—*INTRODUCTION TO MEDIEVAL LATIN  
LITERATURE IN GERMANY*

(3)

Latin in the barbarian kingdoms. Merovingian and Carolingian Literature. The Ottos. The eleventh century development. Twelfth century poetry. Thirteenth century Latin thought and the universities. The Latin chronicles. Mysticism. The later Middle Ages to Humanism.

Conducted in English.

Offered 1971–1972

Prof. Szövérfy

Gm 332—*MEDIEVAL LATIN LYRICS*

(3)

Hymns and religious poetry in transition from Antiquity to the Middle Ages. Venantius Fortunatus. Carolingian courtly poetry Ottonian poems and the sequence. The beginnings of the love lyrics. Carmina Cantabrigiensia. Satire in the eleventh century. The regular sequence. Goliardic poetry. The Carmina Burana. Theological hymnody in the later Middle Ages. Lyrics of the Mystics.

Conducted in English.

Offered 1971–1972

Prof. Szövérfy

Gm 341—*THE TWELFTH CENTURY RENAISSANCE*

(3)

The genesis of the Twelfth Century Renaissance. The Loire Circle. Abelard and Bernard of Clairvaux. The ramifications of the literary forms. Prose and poetry. Allegory and typology in religious poetry. The beginnings of mysticism. Secular elements in the culture of the age.

Conducted in English.

By arrangement

Prof. Szövérfy

Gm 342—*LATIN WRITINGS OF THE FIFTEENTH  
AND SIXTEENTH CENTURIES: HUMANISM  
AND THE REFORMATION*

(3)

Readings in leading German Humanists. Areas of agreement and conflict with the chief Reformers.

Conducted in English.

Offered 1971–1972

Prof. Bluhm

Gm 371—*STUDIES IN THE LATIN WRITINGS OF  
ERASMUS AND YOUNG LUTHER*

(3)

Selected works of Erasmus, especially his new translation of the New Testament from Greek into Latin. Luther's early university lectures and their relationship to the achievement of Erasmus.

Conducted in English.

Offered 1973–1974

Prof. Bluhm

GM 372—*THE LATIN SPÄTWORK OF MARTIN LUTHER*

Close reading and discussion of Luther's final lectures at the University of Wittenberg. Their relationship to ancient, medieval and Renaissance thought.

Conducted in English.

Offered 1971-1972

Prof. Bluhm

Gm 413—*THE ARTHURIAN LEGEND IN  
MEDIEVAL EUROPE*

(3)

Origins of the Arthurian traditions and their appearance in English, French and German literature. Comparative study of Arthurian romances: stylistic analysis, development of themes.

Conducted in English.

T., 4:30-6:15 (1st sem.)

Prof. Szövérfy

Gm 415-416—*EUROPEAN LYRIC POETRY IN  
THE MIDDLE AGES*

(3, 3)

A critical study of literary phenomena from the courtly period to the age of Humanism. Goliardic poetry; the *Artes Posticae*, and Precepts of Rhetoric in the twelfth and thirteenth centuries. The beginning of vernacular lyrics: troubadours, trouveres, and Minnesanger, Christian and Moslems love as lyric themes in the Iberian Peninsula. Courtly poetry in Italy: the Sicilian school; Bologna and Florence at the turn of the thirteenth century. Meistersinger and rhetoriqueurs. Early humanists as harbingers of the Renaissance.

Conducted in English.

Offered 1973-1974

Prof. Szövérfy

Gm 419-420—*MEDIEVAL NARRATIVE (PROSE) FROM 1100* (3, 3)

A study of the significance and development of medieval Narrative from Petrus Alfonsi to the end of the Middle Ages. Latin story books, narrative collections. Oriental influence on medieval pulpit. The fabliaux and stories of middle class in France. German courtly "Novelle". Italian development in the fourteenth century. The spread of early Humanist narrative and entertaining literature in Europe. Medieval narrative in later collections and folklore.

Conducted in English.

Offered 1974-1975

Prof. Szövérfy

Gm 431-432—*THE INTELLECTUAL ACHIEVEMENT OF  
MARTIN LUTHER*

(3, 3)

The late medieval scene. The Reformation breakthrough. The intellectual world of Martin Luther.

Conducted in English.

Offered 1973-1974

Prof. Bluhm

Gm 455-456—*STUDIES IN NIETZSCHE* (3, 3)

Critical analysis of Nietzsche as a writer; interpretation of his major works.

Conducted in English.

Offered 1972-1973

Prof. Bluhm

Gm 465-466—*SELF AND SOCIETY IN THE 20TH CENTURY  
GERMAN NOVEL (IN TRANSLATION)* (3, 3)

Existential and social problems as reflected in novels by Franz Kafka, Thomas Mann, Hermann Broch, Heinrich Böll, Günter Grass, and Uwe Johnson.

Conducted in English.

Offered 1972-1973

Prof. Eykman

Gm 490—*CULTURAL AND SOCIAL IMPACT OF LANGUAGE  
MINORITIES IN EUROPE* (3)

The origin of language minorities in Western and Eastern European countries; their influence on European development in culture, literature, social development, economic aspects of their activities, their impact on national and international policies. Study of documents, statistics, propaganda material and linguistic evidence.

Conducted in English.

T., 4:30-6:15 (2nd sem.)

Prof. Szövérfy

Gm 510—*DOCTORAL CONTINUATION*

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

THE DEPARTMENT

## FACULTY

### DEPARTMENT OF GERMANIC STUDIES (Gm)

*Professors:* Heinz Bluhm (Chairman), Joseph Szövérfy (Director of Graduate Studies)

#### *Visiting*

*Associate Professors:* Karl Martin Nielsen, Manfred Triesch

*Assistant Professors:* Gert E. Bruhn, Robert J. Cahill, Christoph W. Eykman, Valda D. Melngailis

*Visiting Lecturer:* Sister Regina Marie Koch



## **DEPARTMENT OF HISTORY (Hs)**

The Department of History offers both the M.A. Degree, with and without the thesis, and the Ph.D. Degree.

In addition to major concentrations in Medieval History, Modern European History, Russian and East European History, and American History, the department offers supplementary work in Latin American History and Asian History.

Programs have been established in American Studies, in Russian and East European Studies, and in Medieval Studies for those who wish to gain a more comprehensive understanding of the literature, culture, economics, politics, and social institutions of these areas.

The department stresses analysis, interpretation, and evaluation of historical subjects, as well as research which prepares the graduate student for service as a teacher-scholar. Achievement of these goals is arrived at through a program of lecture courses, colloquia, and seminars. Admission to the graduate program is selective, classes are small, and the ratio between students and professor is ideal for graduate training.

### **REQUIREMENTS FOR THE M.A. DEGREE**

Students accepted into an M.A. program in the Department of History must earn a total of thirty graduate credits, and must meet a distribution requirement for their particular program. In addition to completing Hs. 201 (Introduction to Historical Methods), students are required to take a graduate seminar in their major field, write a substantial paper in a graduate course in their minor field, and pass an oral comprehensive examination.

All requirements for the M.A. degree, including the thesis, must be completed within five years of the time at which the graduate courses begin. No student will be allowed to complete the M.A. program through attendance at summer sessions only. Students will be required to take a total of at least four courses (12 credits) during the regular academic year.

### **THE M.A. IN HISTORY**

The department offers an M.A. program with a thesis or an M.A. program without a thesis. Able students, particularly those whose ultimate objective is the Ph.D. degree, are encouraged to write a thesis. Interested students must petition the Graduate Committee of the department for admission to the M.A. program with the thesis, and once permission has been granted, will not normally commence formal work on the thesis until they have passed their comprehensive examination.

All candidates for the M.A. in History must select a major and a minor field of concentration. For the purposes of these regulations, Russian History, English History, and Far Eastern History are regarded as falling within the category of European History; and Latin American History falls within the category of American History. With the permission of the Graduate Committee, a candidate may earn as many as six

credits in Classics, Economics, English, Political Science, Sociology, or other related fields. Graduate credits earned in a related field will be included in the distribution requirements for the major field.

Candidates for the M.A. without the thesis must earn eighteen hours of graduate study in the major field and twelve hours in a minor field. The comprehensive examination will normally be taken after the completion of thirty graduate credits. Candidates for the M.A. with the thesis will earn fifteen credits of graduate study in the major field and nine credits in a minor field. They will normally take their comprehensive examination upon the completion of twenty-four hours of graduate study.

The comprehensive examination for the M.A. degree is an oral examination, with a board consisting of two faculty members from the major field and one faculty member from a minor field.

The passage of a foreign language examination, either in French, German, or Russian, is required for the M.A. in History. Another foreign language, when it is directly relevant to the research of the student, may be substituted. Permission for such an exception may be granted by the Graduate Committee of the department.

## THE M.A. IN AMERICAN STUDIES

American Studies is a program directed to the study of the American past and present in broad dimensions, including American history, government, literature, and social structure. Interdisciplinary study offers the different and changing perspectives of modern scholarship and seeks the integration of knowledge and interpretation in an age of specialization.

The program is administered by an American Studies Committee composed of representatives from each participating department. Courses offered by other related disciplines such as Art, Economics, Education, Philosophy, Psychology, Social Work, and Theology, may be taken when available by qualified candidates in fulfillment of the thirty-credit requirement for the M.A. degree.

Candidates for the M.A. in American Studies without the thesis will earn eighteen hours of graduate study in American History, and twelve hours in English, Political Science, Sociology, or other related fields. Candidates for the M.A. in American Studies with the thesis will earn twelve hours of graduate study in American History and twelve hours in English, Political Science, Sociology, or related fields. They will write their thesis in the field of American History, and members of both the major and minor departments will read the thesis. All other requirements for the M.A. in History will remain in effect.

The comprehensive examination for the M.A. in American Studies is an oral examination which will normally include members of the faculty of the major and one minor department.

The student may take courses in areas other than the American field as long as the department feels that a proper emphasis on American Studies is maintained.

## THE M.A. IN RUSSIAN AND EAST EUROPEAN STUDIES

The Russian and East European Center at Boston College has been designed in order to encourage students to participate in an interdepartmental program of Russian and East European studies on the graduate level. The Center is supported by the U.S. Office of Education under the National Defense Education Act (Title VI).

The long-range goal of this Center is to coordinate and expand course offerings in Russian and East European history, economics, political science, languages, and philosophy, in order to present students with a wide and varied range of courses in this area of study.

This program is specifically set up to help prepare students for work in government agencies, research, college teaching, and foreign trade.

It should be clear to students entering this program that it is an interdepartmental program. It is in no sense a substitute for departmental requirements. Students must still earn their degrees by meeting their departmental requirements. The certificate from the Center will be granted to students in addition to the degree which they earn in history, economics, political science, languages, or philosophy.

Candidates for the M.A. in Russian and East European Studies without the thesis will earn eighteen hours of graduate study in Russian and East European History, and twelve hours in Economics, Political Science, Sociology, or related fields. Candidates for the M.A. in Russian and East European Studies with the thesis will earn twelve hours of graduate study in Russian and East European History, and twelve hours in Economics, Political Science, Sociology, or related fields. They will write their thesis in the field of Russian and East European History, and members of both the major and minor departments will read the thesis. All other requirements for the M.A. in History will remain in effect.

A mastery of the Russian language is essential, in addition to the knowledge of at least one Eastern European language.

The M.A. thesis must be in a subject from the Russian and East European area of study. Successful completion of a final comprehensive examination is required in order to achieve the graduate certificate from the Center.

## THE M.A. IN MEDIEVAL STUDIES

The Department of History sponsors a Program in Medieval Studies leading to the M.A. degree for students planning to pursue advanced studies in the medieval field at Boston College or at other institutions. Students enrolled in this program will be expected to take at least nine hours in Medieval History and at least six hours of graduate study in one of the related areas described in the Program in Medieval Studies. The M.A. thesis will be written under the direction of a member of the History Department, and will be read by a member of the department in the related field of study. In addition to the language requirements of the department, the candidate must successfully pass an examination in Latin. All other requirements for the M.A. degree will remain in effect.



## THE PH.D. IN HISTORY

Advancement to the status of Ph.D. Candidate is attained only after the completion of the M.A. degree, and through formal acceptance by the Graduate Committee of the Department. Acceptance into the program is based upon the committee's judgment of the student's capacity to deal with substantial areas of historical knowledge as well as his ability to make an original and scholarly contribution on a significant subject. Advancement to the status of Ph.D. Candidate is attained only after the successful completion of the comprehensive examination and the approval by the Graduate Committee of the dissertation proposal.

While the basic requirements for the Ph.D. degree may be defined, this degree is not granted for the routine fulfillment of certain regulations nor for the successful completion of a specified number of courses. It is granted for demonstrated mastery of several broad areas of historical knowledge, and for distinctive achievement in a dissertation conspicuous for its original research and scholarship. For these reasons, the subsequent requirements are to be considered minimal and may be modified by the Graduate Committee as individual circumstances warrant.

For students who hold the M.A. degree, a minimum of two full additional semesters of graduate work is required for the doctorate. In this connection, a full semester is ordinarily taken to mean four three-credit courses. At least one year of residence is required during which the candidate must be registered at the University as a full-time student following a program of course work or research approved by the department. Students who wish leaves of absence which carry residence credit should consult the Dean of the Graduate School.

The residence requirement for the Ph.D. degree may not be satisfied by summer session attendance only, nor may a doctoral candidate earn more than eighteen graduate credits towards his degree in summer courses. All requirements for the Ph.D. degree must be completed within eight consecutive years from the commencement of doctoral studies; and the dissertation must be completed within three years after admission to candidacy. Time spent in the armed services is not included within this eight-year period.

For the Ph.D. degree in History, two foreign languages are required. Students who select Medieval History as their major field must pass an additional qualifying examination in Latin. The languages are French, German, or Russian. Exceptions from these languages may be permitted only upon written request of the Graduate Committee of the department. In making its decision, the committee will consider the relevancy of the language to the student's research and to the combination of languages in which the bulk of scholarship is produced.

For the student enrolled in the doctoral program, the department offers three major fields of concentration: Medieval History, Modern European History, and American History. The attention of the student is called to closely related courses which are given in other graduate departments. Such courses may be taken with the approval of both department chairmen. Candidates for the Ph.D. degree are required to

take at least two graduate seminars beyond the M.A. seminar as part of their course requirements.

Before being advanced to the status of Ph.D. Candidate, the student must pass an oral comprehensive examination in his major and minor fields. A student may request to take the comprehensive examination only after he has satisfied the language and residence requirements. The Chairman of the History Department shall present to the Dean of the Graduate School for approval the students who are eligible for this examination, which must be taken within five years from the initiation of doctoral work. Upon failure to pass the comprehensive examination the first time, it may be taken a second time with the approval of the chairman of the department but in no case earlier than the following semester. If the second examination is unsatisfactory, no further trial is permitted.

It should be noted that the comprehensive examination is not restricted to the content of the graduate courses but will be more general in character. While it is expected that the student will have, by the time of his examination, a thorough grasp of the significant factual information of his three fields, the examination is more directly concerned with the maturity of his comprehension of each field as a whole and with his ability to analyze, interpret, and evaluate. The student will also be expected to demonstrate a knowledge of bibliography and an understanding of the broad historiographical problems common to his fields as well as to History in general.

For the comprehensive examination, the student must offer a total of four areas of History. Two of these must be in the area of major concentration; the other two fields must be from each of the two remaining categories:

American History—

American History to 1789

American History, 1789–1865

American History, 1865 to the present

Modern European History—

Modern Europe, 1789–1914, or 1870–1941

Europe in the 17th and 18th Centuries

Renaissance and Reformation to 1648

Russia from Origins to 1917

History of Eastern Europe

Medieval History—

Medieval English History to 1485

Medieval Culture, 4th to 13th Centuries

Medieval France

Medieval Political Thought

Medieval Spain

Some approved portion of the medieval field

Upon the successful completion of the oral comprehensive examination, the student is advanced to the status of Ph.D. Candidate, and may

commence formal work on his doctoral dissertation on a subject officially approved by the Graduate Committee of the department and under the direction of a professor designated by the committee.

Prior to the oral defense, the dissertation will be read by at least two other members of the graduate faculty who may offer suggestions. Upon recommendation by the readers, the doctoral dissertation must be defended in an oral examination before a board consisting of the Chairman of the History Department, the readers of the dissertation, and members of the faculty. Upon successful completion of this examination, the Chairman will notify the Dean of the Graduate School that the candidate has completed all requirements for the Ph.D. degree in History.

## COURSES OF INSTRUCTION

### FOR GRADUATES AND UNDERGRADUATES

Hs 101—*INTELLECTUAL CURRENTS IN ASIAN  
CIVILIZATION: CHINA* (3)

A general introduction to dominant intellectual trends and major thinkers in Chinese history from the Classical Age to the present.

T.,Th., 12:00–1:15 (1st sem.) Prof. Wu

Hs 102—*INTELLECTUAL CURRENTS IN ASIAN  
CIVILIZATION: JAPAN* (3)

A survey of dominant intellectual currents and major thinkers in Japanese history from earliest times to 1945, with special emphasis upon ideas and social movements.

T.,Th., 12:00–1:15 (2nd sem.) Prof. Wu

Hs 103–104—*MEDIEVAL EUROPEAN HISTORY* (6)

Europe from its emergence as an identifiable society in post Roman times to the beginning of the age of humanism and world exploration. Political, economic, religious, and cultural developments will be studied as inter-related aspects of the increasingly dynamic society which, after overcoming its setbacks in late medieval times, was to galvanize world history.

M.,W.,F., 9:00–9:50 (both sems.) Prof. Daly

Hs 107–108—*INTELLECTUAL HISTORY OF MEDIEVAL  
EUROPE, 200–1300* (6)

The development of philosophical and religious ideas and their impact upon social history. The first semester will concentrate on the transformation of classical thought and the rise of Christian religious philosophy. The second semester, covering from about 1050–1300, will deal with the Gregorian reform of the Church, the rise of vernacular literature, the Crusades, courtly love, monastic and cathedral schools, political thought in the new monarchies, and the universities of the thirteenth century.

M.,W.,F., (both sems.) 11:00–11:50 Prof. Hillgarth



The first semester will survey the rise of Rome to world domination, with accent upon the politics and personalities in the Republic. The second semester will trace the course of the Roman Empire from Augustus to Constantine, with emphasis upon the Principate, the decline and fall of the Empire, and early Christianity in its historical setting.

M.,W.,F., 3:00-3:50 (both sems.)

Prof. Gill, S.J.

Hs 115-116—*MEDIEVAL FRANCE*

(6)

First semester: from the time of the expansion of the Franks into late Roman Gaul to the end of the Carolingian period. Second Semester: from the rise of the Capetians to 1314. A reading knowledge of French, though not required, will significantly enlarge the student's access to scholarly works basic to an understanding of the subject. Major emphasis will be on political and institutional history, but religious, economic, and cultural aspects of French history will also be studied in some detail.

M.,W.,F., 11:00-11:50 (both sems.)

Prof. Daly

Hs 117—*SPAIN IN THE MIDDLE AGES, 711-1469*

(3)

A survey of medieval Spanish History. Emphasis will be on social and economic developments, Muslim influence on Christian Spain, and the gradual growth of the separate Christian states of the Iberian Peninsula. The main theme is the creation of a land of three religions, Islam, Christianity and Judaism, differing widely from the rest of Western Europe. The literature of the age will be used, as far as possible, as well as political and economic accounts. Reading knowledge of Spanish will be very helpful but is not required.

M.,W.,F., 2:00-2:50 (1st sem.)

Prof. Hillgarth

Hs 118—*THE CONVERSION OF EUROPE TO  
CHRISTIANITY, 300-800 AD*

(3)

An attempt to discover how Europe (particularly Western Europe) was converted to Christianity, to what type of Christianity it was converted and how deep was the conversion. The sources used will be mainly original texts, in translation (though a knowledge of Latin will be helpful), and the emphasis will be on widespread conversion, not on the few outstanding personalities or on philosophical ideas. The main types of text used will, therefore, be those aimed at a large audience. Legislation will also be drawn on frequently.

M.,W.,F., 2:00-2:50 (2nd sem.)

Prof. Hillgarth

Hs 121—*RENAISSANCE CIVILIZATION*

(3)

1300-1500 interpreted primarily as a period of transition as alternatives to Medieval institutions emerged with the growth of towns, the transformation of European economy, the revival of classical values and the development of royal authority. Economic, social political and cultural phenomenon North and South of the alps.

T.,Th., 9:00-10:15 (1st sem.)

Prof. Webb

Hs 122—*THE AGE OF REFORMATION*

(3)

Political, economic, social intellectual and religious background of the Protestant and Catholic Reformations, the Counter-Reformation and the Wars of Religion; the ideas of Luther, Calvin and Loyala and their effect on politics, society and culture.

T.,Th., 9:00–10:15 (2nd sem.)

Prof. Webb

Hs 125—*INTRODUCTION TO THE HISTORY OF AFRICA*

(3)

After a brief survey of African geography and ethnology, the course will examine the great kingdoms of pre-colonial Africa and the traditional African social, political, cultural, and economic institutions. African art, music, and literature will be included in this study.

This will be followed by an examination of pre-colonial European contact with Africa, leading into study of the "scramble for Africa." Particular attention will be paid to the motives for European imperialism and to the imposition of European institutions and value-systems upon the African, which will be studied in the light of the African response. The course will conclude with a survey of the negritude, nationalist, and Pan-Africa movements, and an evaluation of post-independence African development.

M.,W.,F., 3:00–3:50 (1st sem.)

Prof. Roberts

Hs 126—*COLONIZATION AND MODERNIZATION  
IN AFRICA*

(3)

A study of the impact of colonial rule upon the traditional societies of Africa during the 19th and 20th centuries. Particular attention will be given to the transformation of the traditional societies through the introduction of western technology and political institutions, and to the adaptive capacities of the traditional African institutions.

The course will include an examination of the evolution of techniques and ideologies for the rule of colonial territories and of the relationship between the systems of colonial rule and the needs and value-systems of the colonial powers.

Post-independence modernization policies and African socialist movements, such as those in Tanzania and Mali, will be studied in detail.

M.,W.,F., 3:00–3:50 (2nd sem.)

Prof. Roberts

Hs 131–132—*MODERN ENGLISH HISTORY*

(6)

Though beginning with a survey of the medieval background, the course will deal primarily with the period from 1485 to the present. Emphasis on politics and constitutional history, but with attention also to social, cultural, and intellectual developments.

M.,W.,F., 12:00–12:50 (both sems.)

Prof. Perry

Hs 134—*EARLY MODERN FRANCE: 1515–1715*

(3)

Intensive study of the political, intellectual, social and cultural development of France from Francis I through Louis XIV. The impact of the Renaissance, Reformation and Counter-Reformation on French in-

stitutions and society; the growth of absolute monarchy, the economic, social and cultural background of the ancient regime, and the rise of French hegemony.

T.,Th., 1:30-2:45 (2nd sem.)

Prof. Webb

Hs 136—*CHANGING PATTERNS OF SOCIAL  
ORGANIZATION IN WESTERN  
EUROPE 1500-1800* (3)

This course will focus on the social crises caused by the transition from the rural society and corporate organization of the late Middle Ages toward the industrialized, urban society of the Nineteenth Century. Particular emphasis will be given to the social impact of the emerging urban society and of the appearance of the nation-state with its bureaucratic government. The relationship of military expenditures and taxation as a cause of peasant wars and urban revolts will also be examined.

M.,W.,F., 9:00-9:50 (2nd sem.)

Prof. Van Doren

Hs 138—*EASTERN EUROPE SINCE WORLD WAR I* (3)

A study of the political experience of the small nations of Eastern Europe (Rumania, Poland, Czechoslovakia, Hungary, Bulgaria, and Greece) in the light of the conflict of interest among the Great Powers. The first part of the courses will deal with the progressive disintegration of the French alliance system following World War I. The second part will emphasize the formation and apparent disintegration of the Russian satellite system following World War II.

T.,Th., 1:30-2:45 (2nd sem.)

Prof. Florescu

Hs 142—*HISTORY OF MODERN FRANCE* (3)

The course will extend from the Bourbon Restoration in 1815 to the Fifth French Republic. It will focus primarily upon a social and intellectual history, with stress upon the French Socialist tradition. It will consider in detail the Revolutions of 1848, the Paris Commune of 1871, and the collapse of France in 1940.

M.,W.,F., 3:00-3:50

Prof. De Lucia

Hs 143-144—*MODERN EUROPEAN DIPLOMATIC  
HISTORY* (3)

The international relations between the major European powers from the formation of the first Dreikaiserbund in 1873 to the genesis of the Cold War.

T.,Th., 9:00-10:15 (both sems.)

Prof. Mahoney, S.J.

Hs 145—*THE DECLINE OF THE HOLY ROMAN EMPIRE* (3)

The disintegration of national government and the rise of the particular states to sovereignty; the effect of the Reformation and Wars of Religion on German national life; the reconstruction of German culture after the 30 years War.

T.,Th., 12:00-1:15 (1st sem.)

Prof. O'Brien, S.J.



Hs 146—*THE FALL OF THE HOLY ROMAN EMPIRE* (3)

The rise of Prussia and the creation of an Austrian state; the Enlightenment and the Golden Age of German culture; the last efforts to save the Empire, its destruction, and immediate successor, the Confederation of the Rhine.

T.,Th., 12:00–1:15 (2nd sem.)

Prof. O'Brien, S.J.

Hs 147—*EUROPEAN SOCIAL AND ECONOMIC HISTORY* (3)

A study of social and economic developments in Western Europe from the Industrial Revolution to 1870.

M.,W.,F., 9:00–9:50 (1st sem.)

Prof. Plakans

Hs 150—*EUROPEAN SOCIAL THOUGHT IN THE NINETEENTH CENTURY* (3)

An intellectual history course examining the attempts of major European thinkers to comprehend the changes brought to European society by the industrial and democratic revolutions of the late eighteenth century. The course will examine four groups and will deal in detail with representative men of each: conservatism (Burke, Bonald); classical liberals (Mill, Tocqueville); socialists, (utopian Socialists, Marx); and the positivist seekers of a science of society (Comte, Spencer).

M.,W.,F., 9:00–9:50 (2nd sem.)

Prof. Plakans

Hs 155–156—*INTELLECTUAL HISTORY OF MODERN EUROPE* (6)

The first semester will examine the philosophical and social ideas which emerged in the late 19th century, and trace the social and institutional impact of these ideas on Europe through World War I. The second semester will examine the philosophical and social ideas which became active in postwar Europe, with specific emphasis upon the political reactions of Communism, Fascism, and Nazism. In both semesters, the readings and discussions will cover a large number of books, including original philosophical works by Kierkegaard, Nietzsche, Sorel, and Sartre, and representing novels, plays, and scholarly works.

M.,W.,F., 12:00–12:50 (both sems.)

Prof. Heineman

Hs 159—*COLONIAL AMERICA* (3)

The political, economic, and social developments of the American colonies from colonization to the mid-eighteenth century.

T.,Th., 3:00–4:15 (1st sem.)

Prof. Criscenti

Hs 160—*THE AMERICAN REVOLUTION* (3)

The causes and consequences of the American Revolution.

T.,Th., 3:00–4:15 (2nd sem.)

Prof. Criscenti

Hs 165—*MAIN CURRENTS IN AMERICAN THOUGHT  
AND CULTURE: 1790-1860* (3)

American thought and culture from the founding of the Republic to the Civil War, with special reference to political theory, philosophy, education, science, religion, literature, and art.

T.,Th., 12:00-1:15 (1st sem.) Prof. Betts

Hs 166—*MAIN CURRENTS IN AMERICAN THOUGHT  
AND CULTURE: 1860 TO PRESENT* (3)

American thought and culture since the Civil War, with special reference to Social Darwinism, pragmatism, realism, naturalism, and secularism.

T.,Th., 12:00-1:15 (2nd sem.) Prof. Betts

Hs 167—*THE AGE OF TRIUMPHANT  
CAPITALISM: 1865-1898* (3)

The Republican ascendancy, industrial expansion, the New South, the closing frontier, municipal politics, Populism, and the revival of imperialism.

T.,Th., 3:00-4:15 (1st sem.) Prof. Betts

Hs 168—*THE AGE OF REFORM: 1898-1917* (3)

The colonial experiment, Theodore Roosevelt, the Progressive Movement, and Woodrow Wilson.

T.,Th., 3:00-4:15 (2nd sem.) Prof. Betts

Hs 173-174—*A HISTORY OF THE BLACK AMERICAN* (6)

A survey of the black American from colonial times to the present, as a "participant" and "issue" in American history, politically, socially, and economically. Race relations, particularly the "white over black" theme, will be stressed.

M.,W.,F., 3:00-3:50 (both sems.) Prof. Buni

Hs 177-178—*TWENTIETH CENTURY AMERICA* (6)

A study of the major political, social and economic developments which characterized the history of the United States from the opening of the twentieth century to the present time.

T.,Th., 3:00-4:15 (both sems.) Prof. Johnson

Hs 179—*THE URBANIZATION OF AMERICA* (3)

The course is concerned with the concepts of urbanization, the process, the growth of community consciousness, the basis for urban growth and development, and the social, political, and economic impact of urbanization.

T.,Th., 1:30-2:45 (1st sem.) Prof. Wakstein

Hs 181—*THE COLONIAL PERIOD IN LATIN AMERICA* (3)

Indian cultures on the eve of discovery, the nature of Spanish and Portuguese imperial rule in the New World, and the impact of Western Civilization on the Indians.

T.,Th., 12:00–1:15 (1st sem.)

Prof. Criscenti

Hs 182—*ARGENTINA, BRAZIL, AND CHILE* (3)

The emergence of Argentina, Brazil, and Chile as great powers in South America.

T.,Th., 12:00–1:15 (2nd sem.)

Prof. Criscenti

Hs 185—*CONTEMPORARY RUSSIA* (3)

A study of the organization and development of the Soviet state from the revolution of 1917 to the present.

T.,Th., 3:00–4:15 (1st sem.)

Prof. McNally

Hs 191–192—*PROBLEMS IN MODERN CHINESE HISTORY* (6)

Selected problems in the Ch'ing Dynasty (1644–1911) and the Republican Period (1912–1949), with special emphasis upon reading discussion, and identifying major questions.

T.,Th., 3:00–4:15 (both sems.)

Prof. Wu

Hs 193—*THE UNITED STATES AND THE*

*SINO-JAPANESE WORLD: 1840–1960*

(3)

After a general explanation of international relations in the Orient in the 19th Century, this course will emphasize Sino-American and Japanese-American diplomatic relations in the modern period.

M.,W.,F., 3:00–3:50 (1st sem.)

Prof. FitzGerald, S.J.

Hs 194—*SOUTHEAST ASIA: 1850–1960* (3)

After a general introduction to the peoples and states of Southeast Asia, this course will emphasize the colonial and post-colonial periods in Indo-China, Malaysia, Indonesia, and the Philippine Islands.

M.,W.,F., 3:00–3:50 (2nd sem.)

Prof. FitzGerald, S.J.

Hs 195—*HISTORY OF MODERN CHRISTIAN THOUGHT* (3)

A survey of the teaching of such major Christian thinkers as Augustine, Aquinas, Luther, Calvin, Edwards, Wesley, Niebular, and others. There will be a special reference to contemporary issues.

M.,W.,F., 12:00–12:50 (1st sem.)

Prof. Willis, S.J.

Hs 196—*AMERICAN CHRISTIANITY* (3)

The background and basic beliefs of the major Protestant denominations, and a history of the rise of the Catholic Church in the United States.

M.,W.,F., 12:00–12:50 (2nd sem.)

Prof. Willis, S.J.



After an introduction from the fields of history, sociology, and psychology, the lectures of the first semester deal with the Algonquins, Greece and Rome, the Ancient Hebrews, and Judaism. The lectures of the second semester deal with India and China, Islam, American Protestantism, and the philosophy of religion.

Th., 4:30—6:15 (both sems.)

Profs. Betts, Devenny, Donovan,  
Moriarty, Moynihan, Renehan

### Hs 200—*THE STUDY OF URBANIZATION AND URBAN LIFE*

An interdisciplinary course, lead by a team of social scientists, which seeks to introduce the student to questions, approaches, and analytical tools of the social sciences and other disciplines in the study of the process of urbanization, the nature of urban change, and the structure, conditions, consequences, and prospect of urban life. The class will be conducted by representatives of the various social science disciplines in a symposium style. The course is a requirement for those seeking an "urban concentration," but also serve as a liberal arts elective.

T., 3:00-5:15 (1st sem.)

Profs. Wakstein, Fried, Wallace et al.

## GRADUATE COURSES

### Hs 201—*INTRODUCTION TO HISTORICAL METHOD*

(3)

A study and application of methods used by historians to gather, assess, set forth and document historical evidences, together with an introductory survey of historiography. Required for all graduate students in the department.

M., 4:30-6:15 (1st sem.)

Prof. Daly

### Hs 204—*MEDIEVAL HISTORIANS*

(3)

Possible topics—depending on the size and interests of the group—are: a comparison of the main early medieval historians with the historians of antiquity, or a detailed study of the different reactions of a group of historians to a major change or crisis within their world. A reading knowledge of Latin is required.

M., 4:30-6:15 (2nd sem.)

Prof. Hillgarth

### Hs 226—*GEORGIAN ENGLAND*

(3)

A study of the political, social and economic characteristics of 18th century England.

W., 4:30-6:15 (2nd sem.)

Prof. Perry

### Hs 241—*FRANCE: FROM THE BOURBON RESTORATION TO THE SECOND EMPIRE*

(3)

A study of the domestic and foreign policies of the government of Louis XVIII, Charles X, Louis Philippe, and Louis Napoleon.

F., 4:30-6:15 (1st sem.)

Prof. Mahoney, S.J.

Hs 260—*ORIGINS OF AMERICAN FOREIGN POLICY* (3)

The development of principles and spheres of influence affecting the evolution of American foreign policy from 1789 to 1898. Due consideration will be given to the role of statesmen and public opinion in formulating foreign policy.

F., 4:30–6:15 (1st sem.)

Prof. Criscenti

Hs 273—*THE CIVIL WAR* (3)

A study of the war between the States and its impact upon American life and society.

Th., 4:30–6:15 (1st sem.)

Prof. O'Connor

Hs 277—*NATIONALISM IN AMERICAN THOUGHT  
AND CULTURE: 1790–1860* (3)

The emergence of a nationalistic spirit and sense of mission between the founding of the Republic and the Civil War, stressing literature, art, religion, and the idea of Progress.

W., 4:30–6:15 (1st sem.)

Prof. Betts

Hs 284—*COLLOQUIUM IN URBAN HISTORY* (3)

Intensive readings and discussions of the major problems and concepts of urbanization in the United States.

Th., 4:30–6:15 (1st sem.)

Prof. Wakstein

Hs 288–289—*HISTORY OF RACE IN AMERICA* (6)

An exploration into the several concepts of race in the United States from the colonial period with the Indian "problem" to the present black-white "American Dilemma." Consideration will be given to the interrelations policy. Topics to be included are Anglo-Saxon-Teutonic superiority, the "White over Black" concept, the Indian, ethnic minorities, and anti-immigration, Imperialism and Manifest Destiny, fundamentalism, the Yellow Peril and Anti-Semitism. Examination of contemporary literature as well as scholarly works in history, anthropology, and political science.

W., 4:30–6:15 (both sems.)

Prof. Buni

Hs 293—*COLLOQUIUM ON MING CHINA* (3)

Colloquium: Institutions and Ideas in Ming China, 1368–1643.

T., 4:30–6:15 (1st sem.)

Prof. Wu

## GRADUATE SEMINARS

Hs 299—*READINGS AND RESEARCH* (3)

A study of primary sources and authoritative secondary material for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

By arrangement

THE DEPARTMENT

Hs 301—*THESIS SEMINAR* (6)

Direction of research problem.

By arrangement

THE DEPARTMENT

Hs 348—*SEMINAR: RUSSIAN INTELLECTUAL HISTORY* (3)

T., 4:30–6:15 (1st sem.)

Prof. McNally

Hs 355—*SEMINAR: MODERN EUROPEAN*

*INTELLECTUAL HISTORY*

(3)

W., 4:30–6:15 (1st sem.)

Prof. Heineman

Hs 374—*SEMINAR: THE CIVIL WAR*

(3)

Th., 4:30–6:15 (2nd sem.)

Prof. O'Connor

Hs 378—*SEMINAR: SOCIAL CHANGE AND*

*PROTEST: 1865–1939*

W., 4:30–6:15 (2nd sem.)

Prof. Betts

Hs 382—*SEMINAR: LATIN AMERICAN HISTORY*

(3)

F., 4:30–6:15 (2nd sem.)

Prof. Criscenti

Hs 394—*SEMINAR: THE FAR EAST*

(3)

T., 4:30–6:15 (2nd sem.)

Prof. Wu

Hs 500—*DOCTORAL CONTINUATION*

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

## FACULTY

### DEPARTMENT OF HISTORY (Hs)

*Professor:* Thomas H. O'Connor

*Associate Professors:* John R. Betts, Andrew Buni, Joseph T. Criscenti, William M. Daly, Paul A. FitzGerald, S.J., (Chairman) Radu R. Florescu, John L. Heineman, Jocelyn N. Hillgarth, Raymond T. McNally, Samuel J. Miller, Thomas W. Perry, Allen M. Wakstein, John R. Willis, S.J., Silas H. L. Wu.



# DEPARTMENT OF MATHEMATICS (Mt)

## M.A. PROGRAM

The department offers two programs leading to the M.A. in Mathematics. In one, twenty-four hours of course work and a thesis are required. In the other, thirty hours of course work and participation in a non-credit seminar (Mt 307–308) are required.

The student may choose either program to fulfill the requirements for the degree. Students in both programs are required to take (or have the equivalent in previous courses) Mt 201–202, Mt 203–204 and either Mt 231–232 or Mt 235–236. Moreover, all students must pass a written comprehensive examination in algebra and analysis. The subject matter for this examination is essentially the contents of the above mentioned required courses.

Each student is required to pass a reading examination in French, German or Russian. This examination is administered by the Department of Mathematics at several times during the year.

## M.S.T. PROGRAM

Students in this program are required to take fifteen credits in mathematics including Mt 201–202. In addition, the student must satisfy requirements in the Department of Education. The listings of that department should be consulted for program details.

Other courses, besides those listed below, in the undergraduate catalogue are permitted with consent of the Graduate Committee of the department.

## COURSES OF INSTRUCTION

Mt 133–134—*INTRODUCTION TO ABSTRACT*

*ALGEBRA I, II*

[3, 3]

This course consists of an introduction to algebraic structures, groups, rings, fields. Topics include: homomorphism theorems, quotient structures, polynomial rings and the elements of linear algebra such as vector spaces, linear transformations, matrices, determinants and bilinear forms.

M., W., F., 10:00–10:50 (both sems.)

Prof. Ramras

Mt 167–168—*TOPOLOGY I, II*

[3, 3]

The first semester is a course in point set topology and the second semester is a course in algebraic topology. Topics for the first semester include elementary set theory, metric spaces, topological spaces, connectedness and compactness. For the second semester, topics include an introduction to homology and cohomology theories, discussion of duality theorems, application of Euclidean spaces, and consideration of the fundamental group.

M., W., F., 12:00–12:50 (both sems.)

Prof. Margolis

Mt 172—*SYMBOLIC LOGIC* (3)

An introduction to the theory of logical inference and the algebra of logic. Topics covered include the sentential and quantificational calculi, the theory of relations and intuitive set theory.

M., W., F., 3:00–3:50 (2nd sem.) Prof. Feeney

Mt 201–202—*ANALYSIS I, II* (3, 3)

Real number system. Basic topological concepts. Sequences, series, and continuity. Differentiation and integration.

M., W., F., 4:00–4:50 (both sems.) Prof. Gardiner

Mt 203–204—*MODERN ALGEBRA I, II* (3, 3)

A prerequisite for this course is an introductory course in modern algebra. This course will study the basic structures of modern algebra from a more abstract point of view than that of Mt 133–134.

M., W., F., 10:00–10:50 (both sems.) Prof. Smith

Mt 215–216—*ABSTRACT ALGEBRA* (3, 3)

Groups, rings and modules. Homomorphism theorems, chain conditions, semisimplicity. Basic commutative algebra and ideal theory. Field extensions and Galois theory. Other topics as time permits.

Prerequisite: Mt 133–134 or the equivalent.

M., W., F., 2:00–2:50 (both sems.) Prof. Dieckmann

Mt 225–226—*TOPICS IN TOPOLOGY I, II* (3, 3)

A prerequisite for this course is Mt 167–168 or the equivalent. Topics to be covered will be at the discretion of the instructor and will depend on the background of the students.

M., W., F., 9:00–9:50 (both sems.) Prof. Singer

Mt 231–232—*FUNCTIONS OF REAL VARIABLES I, II* (3, 3)

Metric spaces. Lebesgue integration, absolute continuity and differentiation of functions of bounded variation. Group integration theory. Basic results in functional analysis.

Prerequisite: Mt 201–202 or the equivalent.

W., F., 4:00–5:15 (both sems.) Prof. Hennefeld

Mt 235–236—*THEORY OF FUNCTIONS OF A COMPLEX VARIABLE I, II* (3, 3)

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

M., W., F., 3:00–3:50 (both sems.) Prof. Menn

Mt 253–254—*DIFFERENTIAL AND RIEMANNIAN GEOMETRY I, II* (3, 3)

Topics covered include plane and space curves, intrinsic equations of a curve, Serret-Frenet formulas, first and second fundamental quad-

atic forms of a surface, principal curvatures, mean and Gauss curvatures of a surface, theorems of Meusnier and Euler, Dupin's indicatrix, Gauss characteristic equation and the Mainardi-Codazzi relations, geodesics and geodesic parallels, ruled surfaces, lines of striction, rectilinear congruences, tensor calculus, differential manifolds, differential geometry in the large, and Riemannian manifolds.

Prerequisites: Advanced Calculus and Linear Algebra.

Not offered in 1970-1971.

Mt 257-258—*PROBABILITY I, II* (3, 3)

The axioms and classical limit theorems of probability. Markov chains. The Poisson process and other stochastic processes. Queues.

Prerequisite: Some Probability and Statistics or consent of Instructor.

Not offered in 1970-1971.

Mt 283—*MATHEMATICAL LOGIC* (3)

The propositional calculus. First order theories. Godel's completeness theorem. First order arithmetic. Godel's incompleteness theorem.

T., Th., 3:00-4:15 (1st sem.)

Prof. Kattsoff

Mt 284—*FOUNDATIONS OF MATHEMATICS* (3)

Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory, model theory, recursive function theory.

Prerequisite: An introductory course in mathematical logic or the consent of the Instructor.

T., Th., 2:30-4:15 (2nd sem.)

Prof. Kattsoff

Mt 293-294—*NUMERICAL ANALYSIS I, II* (3, 3)

Solutions of algebraic and transcendental equations. Interpolation. Numerical differentiation and integration. Numerical solution of ordinary differential equations. Matrix methods including iterative methods for determining characteristic values of matrices. Harmonic analysis. Some of the numerical methods for the approximate solution of partial differential equations.

Not offered in 1970-1971.

Mt 299—*READING AND RESEARCH* (3, 3)

By arrangement.

THE DEPARTMENT

Mt 301—*THESIS SEMINAR* (3, 3)

Problems of research and thesis guidance, supplemented by individual conferences.

By arrangement.

THE DEPARTMENT

Mt 307-308—*SEMINAR*

This is a non-credit course which is required for all candidates for the M.A. degree who do not take Mt 301.

By arrangement.

THE DEPARTMENT



## MATHEMATICS INSTITUTE

### MASTER OF ARTS (NON-RESEARCH) DEGREE

*Acceptance:* The Master of Arts (Non-Research) Degree in mathematics is designed for teachers of mathematics. All candidates for this master's degree must be graduates of an approved college and have fifteen (15) semester hours of upper division work in mathematics. If a candidate's number of prerequisites falls short of the prescribed fifteen credits, the remaining prerequisites may be earned during the course of graduate study with the approval of the Director of the Mathematics Institute in each instance.

*Course Credits:* A minimum of thirty (30) graduate credits are required for the master's degree. Not more than six credits of graduate work completed at other approved institutions may be offered in partial fulfillment of the course requirements with the approval of the Dean and the Director of the Mathematics Institute.

*Modern Language Requirement:* There is no modern language requirement for the Master of Arts (Non-Research) Degree in mathematics.

*Comprehensive Examination:* Before the master's degree is awarded the candidate must pass a written comprehensive examination on his course work.

*Thesis:* No formal thesis is required but a major paper on a topic in mathematics must be submitted and approved by the Director of the Mathematics Institute before the degree is awarded.

### ACADEMIC YEAR PROGRAM

Mt 241—NSF VECTOR ANALYSIS	(3 credits)
Mt 251—NSF PROBABILITY	(3 credits)
Mt 252—NSF STATISTICAL INFERENCE	(3 credits)
Mt 215—NSF ELEMENTARY AND INTERMEDIATE ALGEBRA FROM THE STANDPOINT OF MODERN ALGEBRA	(3 credits)
Mt 221—NSF SEMINAR: TOPICS IN CONTEMPORARY MATHEMATICS	(3 credits)
Mt 231—NSF ELEMENTS OF REAL VARIABLE	(3 credits)
Mt 233—NSF MODERN ALGEBRA	(3 credits)
Mt 247—NSF COMPUTER ORIENTED MATHEMATICS	(3 credits)
Mt 289—NSF SYMBOLIC LOGIC	(3 credits)
Mt 295—NSF MATHEMATICAL ANALYSIS FUNDAMENTALS	(3 credits)
Mt 271—NSF NUMBER THEORY	(3 credits)
Mt 272—NSF LINEAR ALGEBRA	(3 credits)

**FACULTY  
DEPARTMENT OF MATHEMATICS (Mt.)**

<i>Professors:</i>	Stanley J. Bezuska, S.J., Louis O. Kattsoff
<i>Associate Professors:</i>	Gerald G. Bilodeau (Chairman), John H. Smith
<i>Assistant Professors:</i>	E. Martin Dieckmann, Walter J. Feeney, S.J., Frederick P. Gardiner, Julien O. Hennefeld, Harvey R. Margolis, Michael Menn, Mark B. Ramras, William M. Singer
<i>Visiting Professor:</i>	Albert A. Bennett
<i>Lecturers:</i>	Jacqueline P. Criscenti, Mary E. Farrey, Leo Mc- Donough, S.J., Margaret J. Kenney

**DEPARTMENT OF NURSING (Nu)**

**PHILOSOPHY AND PURPOSES OF THE PROGRAM**

The Department of Nursing is guided by the philosophy and purposes of the Graduate School and the School of Nursing at Boston College. The various programs aim to prepare a graduate who can (1) approach clinical and professional problems in a systematic, scientific manner, utilizing a sound theoretical framework for action; (2) define and evaluate nursing practice; (3) critically evaluate relevant concepts from theories in nursing and allied disciplines; (4) contribute to the formulation of theories in nursing using appropriate techniques of measurement; (5) function as a role model in initiating changes in nursing and in health care practice; and (6) collaborate with professional colleagues and citizens in redesigning health care systems.

The Department of Nursing of the Graduate School offers a program leading to the degree of Master of Science for qualified nurses who have an acceptable generic baccalaureate degree in nursing or its equivalent as determined by the faculty. Opportunities are provided for advanced study in four clinical areas of nursing: Medical-Surgical, Community Health, Maternal-Child Health and Psychiatric-Mental Health Nursing. All programs offer preparation in the functional areas of teaching and clinical specialization.

**DEPARTMENTAL REQUIREMENTS**

Students are responsible for meeting the requirements of the Graduate School of Arts and Sciences as indicated in the Graduate School Bulletin, in addition to the requirements of the Department of Nursing. The Master of Science degree is awarded upon successful completion of course work and an oral examination.

All candidates for the graduate degree must take the following core courses: Nu 201, Nu 203

## MEDICAL-SURGICAL NURSING

Forty-three credits are required which may be completed in three semesters and a summer session of full-time study. Students may select a functional major of clinical specialization or teaching. In addition to core courses, all students are required to take Nu 210, Nu 211, Nu 215, a course in Guidance and/or Counseling, and two courses in the Biological Sciences.

Students in the teacher preparation major are required to take Nu 202, Nu 215 and have the opportunity to choose 6 credits of elective courses.

Students preparing for clinical specialization are required to take Nu 216, and the cognate courses—Ed 252 Personnel Administration and Psych 226 Dynamic Psychology of Individual Behavior. Opportunity is provided to choose 3 credits of electives.

## MATERNAL-CHILD NURSING

The Maternal and Child Health Nursing Program requires 48 credits of full-time study and is four semesters in length. Students may select a functional major of clinical specialty or teaching in either maternity or pediatric nursing.

In addition to the core courses, the students in the teacher preparation program are required to take: Nu 202, Nu 222, Nu 224, Nu 225, Nu 226, Nu 228, Nu 230 and Nu 231. The student may elect courses with the approval of the faculty adviser to complete the requirements.

## MATERNAL-CHILD NURSING

For the Clinical Specialist all of the above courses are required with the exception of Nu 202 and Nu 228, the latter being replaced by Nu 227.

During the first two semesters students study theories and concepts common to both pediatric and maternity nursing. In the third semester a clinical practicum is offered the student in either area.

Concurrently, courses are taken to complement the student's knowledge in her functional area of choice.

The fourth semester is devoted to a field experience in teaching or to an advanced practicum for those in the clinical specialist program.

## PSYCHIATRIC MENTAL HEALTH

The program requires fifty credits through two academic years of full-time study for both teacher preparation and clinical specialization. In the teacher preparation program, the Department requires the following: Nu 202, Nu 241, Nu 242, Nu 243, and Nu 245. Two three-credit courses in sociology (Sc 205 and Sc 270), taken during the first academic year and a choice of electives during the second year complete the course requirements.

For the clinical specialist program all of the above courses are required with the exception of Nu 202 and Nu 245, the latter being replaced by Nu 244.



## COMMUNITY HEALTH NURSING

This program offers two areas of specialization (1) Preparation of Community Health Nursing faculty for collegiate schools of nursing (2) Preparation of Community Health Nursing specialists. The program requires two academic years of full-time study and a minimum of 51 credits for completion. Nursing courses included in the program, in addition to core courses are, Nu 250, Nu 251, Nu 254, Nu 252, Nu 253 and Nu 256. Students desiring preparation for teaching are required to take Nu 202 and Nu 255. Students desiring preparation for specialization are required to take Nu 257. Students have opportunity to choose six to twelve hours of elective courses. Students majoring in Community Health Nursing are required to have a car available for use during field experience.

## ACCREDITATION

All graduate programs are approved by the Accrediting Service of the National League for Nursing.

## TRAINEESHIPS

National Institute of Mental Health and Public Health Service Traineeships are available to qualified students.

## COURSES OF INSTRUCTION

### Nu 200—*PERSPECTIVES IN NURSING* (3)

Trends and issues in the organization and delivery of health services, nursing and nursing education.

Wed., 1:00–3:00 (1st sem.) Prof. R. P. Kelleher

### Nu 201—*RESEARCH METHODS* (3)

An introduction to the major methods employed in investigating nursing problems. The aim of the course is to develop the ability to obtain, analyze, interpret and report pertinent data.

Fri., 10:00–12:00 (1st sem.) Prof. Walker

### Nu 202—*CURRICULUM DEVELOPMENT IN NURSING EDUCATION* (3)

Problems of educational objectives, selection of learning experiences, concepts of curriculum organization, sequence and evaluation in curriculum planning.

To be announced. (2nd sem.) Prof. Anne K. Kilbrick

### Nu 203—*RESEARCH SEMINAR* (3)

Discussion of a participation in the solution of specific problems.

Prerequisite—Nu 201

By arrangement Profs. Hodgman, Walker

Nu 210—*ADVANCED THEORY AND PRACTICE IN  
MEDICAL-SURGICAL NURSING I*

(5)

Selected theories and their application to nursing are considered. Opportunity is provided, through care of medical-surgical patients, to assess and refine one's understanding of the nursing process. Each student is required to investigate a clinical problem.

By arrangement (1st sem.)

Profs. Calnan, Strebe

Nu 211—*ADVANCED THEORY AND PRACTICE IN  
MEDICAL-SURGICAL NURSING II*

(5)

A continuation of Nu. 210 which is a prerequisite for this course.

By arrangement (2nd sem.)

Profs. Calnan, Strebe

Nu 215—*TEACHING PRACTICUM IN MEDICAL  
SURGICAL NURSING*

(6)

Field experience in teaching in selected schools of nursing and/or community agencies. This experience includes observation, practice teaching in the clinical area of specialization, a unit on evaluation techniques and participation in over-all faculty activities. Seminars are held weekly. Nu 210 and Nu 211 are prerequisites for this course.

By arrangement (1st sem.)

Profs. Calnan, Strebe

Nu 216—*CLINICAL PRACTICUM IN MEDICAL-SURGICAL  
NURSING*

(6)

An intensive study of the problems confronting patients with cardiovascular disease and the concomitant nursing implications. Students are given the opportunity to develop health care plans based upon an understanding of these problems and to actualize these plans in rendering nursing care. Students will also analyze the evolving role of the nurse specialist through association with practicing nurse clinicians, seminar discussions, and selected clinical projects.

By arrangement (1st sem.)

Profs. Calnan, Strebe

Nu 222—*THEORY AND CONCEPTS, MATERNAL-CHILD  
HEALTH NURSING*

(3)

Exploration of theories and concepts related to the nursing care of mothers and children. Emphasis is placed on the development of nursing theories and concepts and their application.

By arrangement

Profs. Pelletier, Guenther,  
Chopoorian

Nu 224-225—*CLINICAL INTERVENTION IN MATERNAL  
AND CHILD HEALTH NURSING-PART I PART II*

(3)

Intensive study of the physical and psychological impact of illness and stress on family dynamics. Clinical practice, group discussions, process recordings and individual conferences.

By arrangement

Profs. Pelletier, Chopoorian,  
Guenther

Nu 226—*PRACTICUM AND SEMINAR IN MATERNAL  
AND CHILD HEALTH* (6)

Supervised practice in either the nursing care of children from infancy through adolescence or of the family during the maternity cycle. Each student assumes responsibility to observe, study and report findings on a clinical problem. Process recordings, research techniques, group discussions and individual conferences.

By arrangement Profs. Pelletier, Chopoorian,  
Guenthner

Nu 227—*ADVANCED SEMINAR-PRACTICUM IN  
MATERNAL AND CHILD HEALTH* (6)

Clinical practice in an area of special interest or need, chosen by the students, such as high risk mothers, families with premature infants, unwed mothers, mentally retarded children, long term handicapped children, emotionally disturbed children, and parent discussion groups.

By arrangement Profs. Pelletier, Guenthner

Nu 228—*SEMINAR AND FIELD EXPERIENCE IN TEACHING* (6)  
(*Maternal-Child Health Nursing*)

The main purpose of this course is to enable the student to acquire the knowledge and practical competencies essential for effective teaching of maternal and child health nursing.

By arrangement Profs. Pelletier, Chopoorian,  
Guenthner

Nu 230-231—*CYCLE OF FAMILY DEVELOPMENT—PART I  
AND II (Maternal & Child)* (3)

The neonate through early adolescence is developed with emphasis on multidimensional study of the child in the family setting with incorporation of current theories of child growth and development.

In Part II the study of the late adolescent, the young adult and beginning family is viewed through an analysis of the developmental changes with emphasis on the role of nursing intervention.

By arrangement Profs. Farrell, Guenthner,  
Pelletier

Nu 241—*ADVANCED THEORY AND PRACTICE IN  
PSYCHIATRIC NURSING I* (5)

Provides an experience in the practice of Psychiatric Nursing within a hospital setting with an individual patient and a group of patients. Individual and group supervisory conferences focus upon discussion of student experiences derived from reconstructions of their interactions with patients and directed toward the formulation of nursing concepts. Weekly seminar discussions focus upon systems of psychotherapy and their relevance to psychiatric nursing practice.

Seminar held at the field placement (1st sem.) 3 cr. Prof. Hartman  
Clinical practice (by arr) 2 cr. Prof. Spurgeon



Nu 242—*ADVANCED THEORY AND PRACTICE IN  
PSYCHIATRIC NURSING II* (6)

Continuation of Nu. 241. An additional experience is provided in short term assessment of nursing care needs of hospitalized patients.

Seminar held at the field placement (2 sem.) 3 cr. Prof. Hartman

Clinical practice (by arrangement) 3 cr. Prof. Spurgeon

Nu 243—*ADVANCED THEORY AND PRACTICE IN  
PSYCHIATRIC NURSING III* (5)

Provides an experience in the practice of psychiatric nursing in community mental health centers with individual clinical supervision continued; a weekly seminar focuses on the concepts and principles of community programming as these affect psychiatric nursing practice.

Seminar on campus (1st sem.) 3 cr.

Clinical practice (by arrangement) 2 cr. To be announced

Nu 244—*ADVANCED THEORY AND PRACTICE IN  
PSYCHIATRIC NURSING IV* (7)

Continuation of Nu. 243 and required for those students selecting clinical specialization.

Seminar on campus 3 cr.

Clinical practice (by arrangement) 4 cr. Prof. Farnham

Nu 245—*SEMINAR AND FIELD EXPERIENCE  
IN TEACHING* (4)  
(*Psychiatric Nursing*)

Provides an opportunity to utilize, examine and evaluate the knowledge and skills acquired during previous 3 semesters within the context of teaching psychiatric nursing to pre-baccalaureate students. Selected experiences are examined in terms of the dynamic relationship among student behaviors, instructional responses, and learning outcomes. Discussions about the formulation of teaching objectives are concerned with elements of the learning environment, elements of the teaching process, and psychiatric content applied to nursing. Required for those students selecting teaching preparation.

Practicum—2 cr.

Seminar—2 cr. To be announced

Nu 250—*ADVANCED THEORY AND PRACTICE IN  
COMMUNITY HEALTH NURSING I* (4)

In depth exploration and re-evaluation of the theories and concepts underlying the practice and process of community health nursing and intensive study of the dynamics of family relationships. Group process and mental health concepts are integrated through the weekly seminar. Concurrent clinical practice.

W., 9:00–11:00 (1st sem.)

Field Experience and seminar (by arrangement)

Prof. Shimmin, Brown, Burgess

Nu 251—*ADVANCED THEORY AND PRACTICE IN  
COMMUNITY HEALTH NURSING II* (5)

This is a continuation of Nu. 250 which is pre-requisite to this course and focuses on application of the nursing process to the study of a community. Specific integration of mental health concepts continues with the focus on community process and group dynamics.

W., 11:00–1:00 (2nd sem.)

Field Experience and Seminar (by arrangement)

Profs. Shimmin, Brown, Burgess

Nu 252—*PUBLIC HEALTH ORGANIZATION* (3)

Exploration and re-evaluation of contemporary patterns of public health organization. Consideration of programs and plans for provision of medical and health care for the country.

W., 2:00–4:00 (2nd sem.)

Prof. Gaspard

Nu 253—*BIostatISTICS AND EPIDEMIOLOGY* (3)

Biostatistics and epidemiology, both essential in problem solving, will be presented as an integrated course. Biostatistics, demography, and epidemiology will be discussed. There will be opportunity for application through planned laboratory experiences in problem solving.

Thurs., 9:00–11:00 (1st sem.)

Prof. Lombard

Nu 254—*ADVANCED THEORY AND PRACTICE IN  
COMMUNITY HEALTH NURSING III* (6)

Continuation of Nu 250 and Nu 251 which are prerequisite to this course. The focus is on the interdisciplinary approach in the community.

Seminar on Campus

Clinical Practice (by arrangement)

Prof. Gaspard and others.

Nu 255—*SEMINAR AND FIELD EXPERIENCE IN TEACHING  
IN COLLEGIATE SCHOOLS OF NURSING* (6)  
(Community Health Nursing)

Consideration of current trends in the teaching of community health nursing and exploration of the content, process and outcomes. Under proceptor guidance, students have opportunity for formal and informal practice teaching. Nu. 250, Nu. 251, and Nu. 254 are prerequisite for this course. Required for those students selecting teaching preparation.

By arrangement (2nd sem.)

Prof. Voorhies

M,F., 11:00–1:00 (1st sem.)

Teaching Practicum (by arrangement)

Nu 256—*ENVIRONMENTAL HEALTH* (3)

Consideration of environmental factors significant to health, study of control measures and methods utilized for promotion of community well-being.

W., 9:00–11:00 (2nd sem.)

Prof. Parker

Nu 257—*ADVANCED THEORY AND PRACTICE IN  
COMMUNITY HEALTH NURSING IV*

(6)

Continuation of Nu. 254 and required for those students preparing for specialization. The student is provided opportunity for independent study of the specialist role in a particular clinical health nursing setting. By arrangement (2nd sem.) Prof. Gaspard and others.

Nu 258—*INTERDISCIPLINARY SEMINAR ON  
COMMUNITY HEALTH*

(3)

The focus of this seminar is on the interdisciplinary and problem-solving approach to such contemporary issues as drugs, urban education, health insurance, housing, family disorganization. Students will have the opportunity to select and explore problems of interest to them in small interdisciplinary teams. Student enrollment restricted to insure equal representation of the various schools.

Spring 1971

Prof. Burgess and others.

**FACULTY**

**DEPARTMENT OF NURSING (Nu)**

*Professors:* Margaret M. Foley, Anne K. Kilbrick (Chairman), Rita P. Kelleher

*Associate Professors:* Mary E. Calnan, Nancy Gaspard, Carol Hartman, Bernadette P. Hungler\*, Eleanor F. Voorhies, Dorothy J. Walker

*Assistant Professors:* Ann C. Burgess, Janet Brown, Teresa J. Chopoorian, Rita C. Farnham, Catherine Friery, Shirley Guenther, Lorelle J. Pelletire, E. Lois Shimmin, Roberta K. Spurgeon, Ruth A. Strebe.

*Instructors:* Eileen Hodgman, Nadia Hyde

*Lecturers:* Marie Farrell, Jane B. Hanron, Olive M. Lombard, Gerald S. Parker, Myron Shariff

\*On sabbatical, 1970-71

**DEPARTMENT OF PHILOSOPHY (Pi)**

**DEPARTMENTAL PROGRAM**

Philosophical study at Boston College provides the opportunity for open-ended inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the philosophy department offers a balanced program of courses allowing for concentration in the following specialized areas: American philosophy, contemporary continental philosophy, medieval philosophy, philosophy of religion, social and political philosophy and Russian philosophy. Special attention is directed to the Russian philosophy and philosophy of religion programs. Interested



students should secure descriptive literature on these programs from the department.

In addition to these areas of specialization, there is considerable provision made for inter-disciplinary programs in cooperation with other graduate departments in the university. The range of courses available, both within the department and elsewhere, allows the student considerable flexibility in planning a highly individualized and personal program of study geared to his own major interests. Small seminar-type classes are the rule, and students are encouraged to initiate and complete independent and original research projects.

The department is extremely selective in its admission requirements. Each year only twelve students are admitted into the doctoral program; all must be full-time degree candidates, and no students are admitted into the doctoral program; all must be full time degree candidates, and no students are admitted who are seeking a terminal M.A. degree. All applicants for admission, except foreign students, must take the Graduate Record Examination and have the scores sent to the department.

Two years of full time residence is required of all candidates; students will be expected to take a preliminary examination at the end of the first year of study, and all comprehensive examinations must be completed by the end of the second year. Students must also pass proficiency examinations in two modern languages prior to the second year of graduate study. French and German are the usual languages required of doctoral candidates, but with department approval, other languages may be substituted if they are more appropriate to the candidate's field of specialization.

## DESCRIPTION OF COURSES

Courses numbered in the 100 series which are listed below are selected from the department's undergraduate major program, and may be of interest to graduate students. Courses numbered in the 200 series are standard graduate courses, while those in the 300 series are highly specialized seminars; students should only enroll in a 300 series course after consultation with the professor.

All courses offered by the philosophy department carry three semester hours of credit.

### FALL SEMESTER — 1970

#### 100 COURSES

##### Pl 104F—ARISTOTLE

Analysis and discussion of *Nicomachean Ethics* in relation to *Protrepticus*, *Eudemian Ethics* and *Politics*.

M., W., F., 3:00–3:50

Prof. Martin

##### Pl 113F—THE CHRISTIAN PHILOSOPHY OF AQUINAS

A consideration of the main themes of his thought in relation to Greco-Roman thought, his contemporaries and present-day concerns.

M., W., F., 3:00–3:50

Prof. Wells

Pl 125F—*AMERICAN PHILOSOPHY*

A history of and related readings in American Philosophy from the Civil War through the early part of the Twentieth Century. Particular emphasis will be given to the works of Pierce, James, Royce and Dewey.  
M., W., F., 3:00–3:50 Prof. Haggerty

Pl 127F—*THE ENLIGHTENMENT AND ITS AFTERMATH*

An analysis of the leading themes in the scientific revolution, rationalism, and empiricism leading to Kant; the Kantian synthesis and its aftermath.

T., Th., 3:00–4:15

Prof. MacKinnon

Pl 132F—*EXISTENTIALISM*

A study of the leading figures in the Existentialist movement (Kierkegaard, Nietzsche, Husserl, Heidegger, Jaspers, Sartre and Marcel) and the impact of this movement on contemporary theology.

M., W., F., 1:00–1:50

Prof. Rock

Pl 135F—*INTRODUCTION TO ANALYTIC PHILOSOPHY*

An historical survey of the major phases of twentieth century analytic philosophy: Realism, Logical Analysis, Logical Positivism, Conceptual Analysis.

M., W., F., 1:00–1:50

Prof. Murphy

Pl 142F—*PHENOMENOLOGY AND INTERSUBJECTIVITY*

Communication between person, dialogue, love—these are major categories in any attempt to analyze the roots of the social conflicts that beset the twentieth-century world. This course will examine the widely different attempts made by contemporary phenomenologists to explore the extent and limits of interpersonal relationships.

T., Th., 3:00–4:15

Prof. Owens

Pl 143F—*PHILOSOPHY OF CULTURE*

An examination of the various theories of cultures by such philosophers as Hegel, Sunin and Berdyaev. The course will also discuss the relation of cultural activity to science, technology, morality and education.

M., W., F., 3:00–3:50

Prof. Navickas

Pl 162F—*CONTEMPORARY MARXISM*

A study of Marxism from its Hegelian origins, through Marx himself and on into the contemporary scene.

T., Th., 3:00–4:15

Prof. Adelman

Pl 164F—*MARXISM AND EXISTENTIALISM IN  
CONTINENTAL EUROPE*

A study of the various confrontations which have taken place between different forms of Marxism and existentialism. Special emphasis

will be given to the influence of existentialism on the evolution of Marxism in Eastern Europe and France.

T., Th., 3:00-4:15

Prof. Bochenski

## FALL SEMESTER — 1970

### 200 COURSES

Pl 208F—*PLATO'S DIALOGUES* (Cl 245)

Readings in translation and discussion of *The Meno*, *The Republic* and *The Sophist*.

By arrangement

Prof. Maguire

Pl 221F—*DESCARTES*

The role of Renaissance philosophy in the shaping of Cartesian philosophy. Attention is given to the theme of self-knowledge and human wisdom in Cartesian and early modern thought.

W., 4:30-6:15

Prof. Wells

Pl 236F—*HEIDEGGER I*

A close analysis of the epochal insights of man, time, world and Being as found in Being and Time and selected later writings.

W., 2:00-3:45

Prof. Owens

Pl 244F—*PHENOMENOLOGY OF THE SOCIAL WORLD*

Primary emphasis of the course will be on the work of Alfred Sutz with secondary considerations given to Berger, Winter, Strasser and others who, like Shutz, have attempted to establish a philosophical foundation for reflection on society and politics.

Th., 4:30-6:15

Prof. Rasmussen

Pl 257F—*SOCIOLOGY OF RELIGION*

An analysis of the contributions to the sociological theory of religion by Weber, Durkheim, Troeltsch, Wach, Luckman, Berger.

Th., 2:00-3:45

Prof. Steeman

Pl 267F—*CONTEMPORARY MARXIST-LENINIST PHILOSOPHY*

Both dialectical materialism and historical materialism have undergone significant changes since 1947. These will be discussed in detail and connected both with the dogmatic bases of Soviet philosophy and with the broader philosophic issues involved (alienation, praxis, the nature of logic, dialectical methodology, etc.). Included in the discussion will be the evolution of philosophy and ideology in the Communist countries of Eastern Europe.

M., 2:00-3:45

Prof. Blakeley

Pl 284F—*THE HUMAN PERSON AND CONSCIOUSNESS*

An analysis of the personal states and structures of consciousness as seen in the light of Bernard Lonergan's philosophy. This course will also include an historical analysis of the shift from Aristotle's notion of 'substance' to Hegel's 'spirit' to Heidegger's 'dasein'.

M., 4:30-6:15

Prof. Flanagan



## FALL SEMESTER — 1970

### 300 COURSES

#### Pl 322F—KANT

The Copernican Revolution; critical philosophy and transcendental idealism; Kant's moral philosophy; the moral laws and postulates.

T., 3:00–4:45

Prof. Murphy

#### Pl 336F—HISTORY OF LOGIC

Examination and discussion of the basic system and logical themes which have recurred in the history of logic. Special attention given to Hindu and Stoic logic and to the principal stages in the evolution of Western logic.

T., 4:30–6:15

Prof. Bochenski

#### Pl 393F—PHILOSOPHY OF SCIENCE

The topics to be treated in this survey course include: historical development of theories of scientific explanation, conceptual revolutions in science, induction, empirical laws, scientific theories, space and time, and evolution.

T., 2:00–3:45

Prof. MacKinnon

## SPRING SEMESTER — 1971

### 100 COURSES

#### Pl 122S—BRITISH EMPIRICISM

This course will involve a study of both the major and minor figures of classical British empiricism. Emphasis will be placed on political and moral philosophy.

T. Th., 3:00–4:15

Prof. Murphy

#### Pl 130S—NIETZSCHE-PROPHET OF NIHILISM

An introduction to the central ideas of this highly controversial philosopher. The standard interpretation of Nietzsche as the prophet of twentieth century nihilism will be followed by an examination of the original and distinctive interpretation made by Heidegger.

T., Th., 1:30–2:45

Prof. Taminiaux

#### Pl 131S—CONTEMPORARY PHILOSOPHY

A survey of major philosophical trends in the twentieth century.

T., Th., 3:00–4:15

Prof. Martin

#### Pl 138S—WHITEHEAD'S PROCESS PHILOSOPHY

A study of the philosophy of Alfred North Whitehead. The aim of the course will be to balance a reading of Whitehead's metaphysical writings with an examination of his work in such practical fields as education and religion.

M., W., F., 3:00–3:50

Prof. Cudahy

Pl 139S—KIERKEGAARD AND EXISTENTIALISM

A study of the writings of Kierkegaard on man and God, reason and Faith.

T., Th., 3:00–4:15

Prof. Rock

Pl 144S—PHENOMENOLOGY AND WILLIAM JAMES

An analysis of the influence of William James' thought in the development of the phenomenological movement.

M., W., F., 3:00–3:50

Prof. Stevens

Pl 145S—PHILOSOPHY OF LITERATURE

The fundamental question of man's place in the universe and the meaning of human life pursued through an empathetic yet rational investigation of such works as *Prometheus Bound*, *Faust*, *The Brothers Karamazof*, *The Lord of the Rings*, *No Exit*, *Siddhartha* and others.

M. W., F., 10:00–10:50

Prof. Kreeft

Pl 165S—PHILOSOPHY OF REVOLUTION

A consideration of the tensions of historical dialectic. The causes of social revolution; the differences between violent and non-violent revolution; the consequences of each.

T., Th., 3:00–4:15

Prof. Adelman

Pl 166S—PHILOSOPHY OF LIBERATION

The task of this course will be to understand Freud's theory of culture as it effects contemporary revolutionary (Marxist) thought. The key issue is the liberation of eros as a political modality. Works to be considered include those of Ricoeur, Marcuse, Rosen and others.

T., T., 1:30–2:45

Prof. Rasmussen

Pl 167S—HISTORY OF RUSSIAN PHILOSOPHY

The development of Russian philosophy under the impetus of theological speculation and eighteenth and nineteenth-century European philosophy with special emphasis on Solovyov, Berdyaev, Frank and Lossky.

M., W., F., 3:00–3:50

Prof. Navickas

Pl 172S—PACIFISM AND RACISM

An in-depth examination of two of the most crucial moral and social issues of the day. This course will also involve independent research by students and presentation of their work in class.

M., W., F., 3:00–3:50

Prof. O'Brien

Pl 186S—SLAVERY AND FREEDOM (3 sections)

A study of the Existential Personalism of the author founded in a thoroughly Christian setting . . . "Human personality is theandric existence". . . In this volume the author exposes all the sources of Slavery for the human person and exhorts all to be 'PERSON' despite the costs.

M., W., F., 10:00–10:50; M., W., F., 1:00–1:50; T., Th., 3:00–4:15

Prof. Donoghue

PL 194S—AUTHORITY AND FREEDOM

This course involves a reading and discussion of several classic works concerned with the problem of Liberty and Authority; Plato's *Republic*, Locke's *Second Treatise*; Mills' *Essay on Liberty*. Contemporary readings will include contributions of Maritain, J. C. Murray, and Louis Janssens.

M., W., F., 10:00-10:50

Prof. McCarthy

PL 197S—PHENOMENOLOGY OF ART

Traditional theories of art will be considered and contrasted with contemporary phenomenological approaches to art. Examples from painting, music, architecture and contemporary films will be analyzed.

T., Th., 3:00-4:15

Prof. Flanagan

SPRING SEMESTER — 1971

200 COURSES

PL 208S—PLATO'S DIALOGUES (C1 246)

Readings in translation and discussion of *The Meno*, *The Republic* and *The Sophist*.

By arrangement

Prof. Maguire

PL 211S—MEDIEVAL PHILOSOPHY

A study of the positions of God, man and the universe as they arise and develop out of the confrontation of the Graeco-Roman with Judaeo-Christian tradition from Early Apologists to Abelard.

W., 4:30-6:15

Prof. Wells

PL 242S—CULTURAL HERMENEUTICS

An hermeneutic will be constructed and then employed to analyze the major cultural shifts in Western history.

M., 4:30-6:15

Prof. Flanagan

PL 245S—PHENOMENOLOGY

An analysis of the phenomenological method and its development in the writings of Husserl and Merleau-Ponty.

Th., 4:30-6:15

Prof. Taminiaux

PL 246S—RICOEUR

A consideration of the works of the French phenomenologist, Paul Ricoeur, including *Freedom and Nature*, *Fallible Man*, *Symbol of Evil* and *Freud and Philosophy*.

T., 4:30-6:15

Prof. Rasmussen

PL 250S—PROBLEM OF GOD IN MODERN PHILOSOPHY

A study of the major philosophers on the God problem from Descartes to Sartre.

T., 2:00-3:45

Prof. Rock



Pl 268S—*PHILOSOPHY OF HERBERT MARCUSE*

This course investigates the roots of Marcuse's thought in Hegel and Freud, together with a critical analysis of his key works: *Soviet Marxism*, *Reason and Revolution*; *Eros and Civilization* and minor writings.  
M., 2:00–3:45 Prof. Adelman

**SPRING SEMESTER — 1971**

**300 COURSES**

Pl 331S—*CONTEMPORARY ANALYTIC PHILOSOPHY*

This course will concentrate on a detailed examination of selected works by R. Carnap, W. Quine, P. Strawson, W. Sellars. Pre-requisites: Introduction to Analytic Philosophy or equivalent.  
Th., 2:00–3:45 Prof. MacKinnon

Pl 334S—*HEIDEGGER II*

A study of selected works composed after *Being and Time*.  
W., 2:00–3:45 Prof. Owens

Pl 336S—*HISTORY AND HISTORICISM*

A research seminar into the 18th and 19th century origins of the conception of philosophy as *Wissenssoziologie*. Study will concentrate on the ideas of Fichte, Hegel, the post-Hegelians, the Neo-Kantians (especially Windelband), and on the rise and fall of ideology. Pre-requisite for this seminar is some knowledge of German idealism (Fichte, Schelling, Hegel) and a reading knowledge of at least one of the following languages, German, French, Russian (in that order). Some notions of value-theory would also be useful.  
F., 2:00–3:45 Prof. Blakeley

**FALL SEMESTER — 1971**

**100 COURSES**

Pl 177F—*CONTEMPORARY ANALYSIS OF SYMBOLISM  
AND RITE*

A phenomenological interpretation of religious data based on the writings of Paul Ricoeur and Mircea Eliade.  
Prof. Rasmussen

Pl 130F—*CONTEMPORARY LOGIC*

A one-semester introduction to symbolic logic primarily intended for those not majoring in mathematics. Topics included are: the basic logical operations, the first order sentential calculus, quantification, valid forms, argumentation and an introduction to axiomatics.  
Prof. MacKinnon

Pl 146F—*PRE-SOCRATIC PHILOSOPHY*

A study of the origin and development of Greek philosophy, and its relations with myth and literature.  
Prof. Maguire

Pl 174F—*RATIONAL VS IRRATIONAL IN WESTERN THOUGHT*

An examination of the dialectic of the Apollonian and Dionysian tension as exhibited in select philosophies from ancient to contemporary epochs.

Prof. Owens

Pl 163F—*INTRODUCTORY SOVIETOLOGY*

Sovietology is the study of the Soviet world from all major points of view. This course provides a close and careful study of Marxist theory and all major Soviet institutions.

Prof. Blakeley

Pl 113F—*HINDU PHILOSOPHY*

A consideration of the nature of Oriental thought in general and its relation to Occidental thought. The course will focus on Indian philosophy, especially the ancient Hindu systems.

Prof. Kreeft

Pl 190F—*EDUCATION AND PHILOSOPHY*

This course will examine the educational philosophies of such thinkers as John Dewey and Alfred North Whitehead in an effort to understand the nature of today's educational problems.

Prof. Cudahy

Pl 110F—*PHILOSOPHY OF MODERN ART*

A study of the influence of Freudianism, Evolutionism, Existentialism and other recent philosophical thought on such schools of art as Futurism, Surrealism and Abstract Expressionism.

DEPARTMENT

Pl 175F—*AMERICAN PHILOSOPHY*

A history of and related readings in American philosophy from the Civil War through the early part of the Twentieth Century. Particular emphasis will be given to the works of Pierce, James, Royce and Dewey.

Prof. Haggerty

**FALL SEMESTER — 1971**  
**200 COURSES**

Pl 269F—*FREEDOM AND MARXISM*

The problem in Marxism between historical necessity and human freedom in the light of the influences emanating from Hegel and Spinoza. Current developments along the lines of revisionism will also be discussed from the works of Schaff, Kolakowski, and Garaudy.

Prof. Adelman

Pl 274F—*ANCIENT POLIS AND THE MODERN STATE*

A contrasting of the political philosophies underlying the ancient polis and the modern state as represented in the works of Aristotle and Hobbes.

Prof. Devine

Pl 207F—*THE STRUCTURE OF FINITE BEING IN WESTERN  
THOUGHT*

The history and problematic of essence and existence in the West against the backdrop of contemporary discussions and Heidegger's claim of a *Vergessenheit des Sein*. Prof. Wells

Pl 213F—*THE DIALECTIC IN HEGEL, MARX AND  
SOVIET PHILOSOPHY*

Dialectical materialism: its antecedents in Hegel, its origins in Marx and Engels and its influence in Soviet Philosophy. Prof. Blakeley

Pl 296F—*PHENOMENOLOGY*

An analysis of the approach and methodological principles of phenomenology; an examination of its import in the theories of Husserl, Heidegger, Sartre, and Merleau-Ponty. Prof. Murphy

Pl 281F—*PHILOSOPHY OF MATHEMATICS*

The nature of mathematics, intuitionism, formalism and logistics; the reduction of the number concept to logical concepts; and the role of the law of excluded middle in mathematical reasoning. Prof. Feeney

Pl 243F—*PHENOMENOLOGY OF LANGUAGE*

Consideration will be given to Husserlian foundations of phenomenology and post-Husserlian developments in the phenomenology of language in the works of Heidegger, Merleau-Ponty, Ricoeur and others. The course will emphasize hermeneutic method, structuralism and symbolism. Prof. Rasmussen

Pl 231F—*PHILOSOPHY OF INTERSUBJECTIVITY*

A critical analysis of the problems raised in contemporary theories of intersubjectivity as seen in the phenomenological and existential schools. Prof. Owens

Pl 232F—*AMERICAN RELIGIOUS CONSCIOUSNESS*

The distinctively American religious perspective as reflected in early American philosophy and Pragmatism. Prof. Stevens

Pl 273F—*SOCRATES IN ATHENS*

The confrontation between the first political philosopher and the city, studied through a comparison of Aristophanes' attack on Socrates in *The Clouds* and Xenophon's defense of Socrates in some of his Socratic writings. Prof. Bruell

**FALL SEMESTER — 1971**  
**300 COURSES**

Pl 357F—*CONTEMPORARY POLITICAL IDEOLOGIES*

An attempt to understand influential twentieth-century ideologies through the thinkers who helped to form them. Included are liberalism (Locke), conservatism (Burke), and communism (Marx and Engels). Prof. Lowenthal



Pl 335F—*CONTEMPORARY SCIENTIFIC THEORY*

This course will deal with the philosophical problems arising from relativity and quantum physics. Topics to be included are: the nature of space and time, indeterminism and causality, and the logical foundation of the quantum theory. Prof. MacKinnon

Pl 351F—*BLONDEL*

A study of two versions of *L'ACTION*, 1893 and 1937, bringing out the phenomenological tone of the first and the more metaphysical tone of the second and situating this philosophy of action in the whole of Blondel's philosophy, with a discussion of contemporary interpretations of Blondel by Bouillard and Dumery. Prof. Blanchette

Pl 382F—*SEMINAR-PROBLEM OF HISTORICITY*

An analysis of the problem of historicity as seen in the writings of Hegel and Heidegger. Prof. Flanagan

Pl 364F—*SEMINAR—HEGEL*

A close textual study of the *Phenomenology of Spirit*. Prof. Navickas

**SPRING SEMESTER — 1972**  
**100 COURSES**

Pl 105S—*CONTEMPORARY PHILOSOPHY*

A survey of major philosophical trends in the twentieth century. Prof. Murphy

Pl 109S—*THE TRANSCENDENT IN RECENT THOUGHT*

Critical study of man's search for God as posed by such philosophers as Whitehead, Heidegger and Tillich. Prof. Owens

Pl 183S—*PRACTICAL LOGIC*

Principles of critical thinking applied to language, argumentation and scientific method. Not a formal system but how to think clearly in actual situations set in all fields of human endeavor. Prof. Kreeft

Pl 101S—*GREEK THOUGHT*

The emergence of Platonic-Aristotelian rationalism as a response to the intellectual crisis of fifth century Greek culture. Prof. Martin

Pl 180S—*THE MESSAGE OF MARSHALL MCLUHAN*

A reading of McLuhan's work coupled with an effort to see the issues he isolates as critical. Prof. Cudahy

Pl 136S—*GERMAN EXISTENTIALISM*

A critical study of the existential philosophies of Nietzsche, Heidegger and Jaspers. Prof. Rock

Pl 168S—*CONCEPT OF ALIENATION IN HEGEL AND MARX*

The emergence of this key twentieth-century category at the height of 19th century philosophical development. Prof. Adelman

Pl 111S—*AUGUSTINIAN SYNTHESIS*

The influence of Hellenistic thought upon the formation of the Augustinian religious and philosophical synthesis. Analysis of Augustine's influence on later thought. Prof. O'Brien

Pl 159S—*INTRODUCTION TO THE PHILOSOPHY OF RELIGION*

An examination of the epistemological presuppositions of religious formulations in classical and contemporary periods. DEPARTMENT

**SPRING SEMESTER — 1972**  
**200 COURSES**

Pl 256S—*MYTH AND SYMBOLISM*

A concrete investigation of selected myth and symbols from archaic and oriental cultures; a morphological and structural definition of myth and symbol; and an evaluation of myth and symbol as a construct for human consciousness. Prof. Rasmussen

Pl 278S—*CONTEMPORARY VALUE PHILOSOPHIES*

A study of recent continental and American value theories against the background of the post-Nietzschean threat of nihilism. Prof. Owens

Pl 238S—*BRENTANO AND INTENTIONALITY* (3)

This course will basically study the texts of Husserl on 'intentionality' and relate Husserl's thought to radical sources in scholasticism and Brentano. Consideration will also be given to variants of Husserl's intentionality in subsequent thinkers. Prof. Adelman

Pl 261S—*HISTORY OF RUSSIAN PHILOSOPHY*

The development of Russian philosophy under the impetus of theological speculation and eighteenth and nineteenth-century European philosophy with special emphasis on Solovyov, Berdyaev, Frank, and Lossky. Prof. Navickas

Pl 272S—*NINETEENTH CENTURY GERMAN IDEALISM*

An introduction to the classical systems of Fichte, Schelling and Hegel with special emphasis on the dialectical method. Prof. Taminiaux

Pl 280S—*AESTHETICS*

The major philosophical questions concerning art, including the nature and meaning of the art object, and the function of art in the evolution of human consciousness. Prof. Flanagan

Pl 259S—*ORIENTAL RELIGIONS*

The single fundamental question of oriental religions—the question of self-identity—will be examined in its Hindu, Buddhist, Taoist, and Zen manifestations, using both primary (scriptural) sources and Western interpreters. Prof. Kreeft

Pl 283S—*SYMBOLIC LOGIC*

An introduction to the theory of logical inference and the algebra of logic, followed by treatment of the sentential and quantificational calculi. The theory of relations and intuitive set theory are developed in some detail. The nature of proofs is studied and applied to a consideration of the structure of deductive theories. Prof. Kattsoff

Pl 272S—*FOUNDERS OF MODERN POLITICAL THEORY:  
MACHIAVELLI AND BACON*

The attack on classical and medieval ethics and politics, culminating in the new political "realism" and the idea of a society based on the scientific conquest of nature. Prof. Faulkner

Pl 224S—*WILLIAM JAMES*

An examination of selected writings of James in an effort to determine the basic orientation of pragmatism. Prof. Stevens

**SPRING SEMESTER — 1972**  
**300 COURSES**

Pl 333S—*PLATO*

A close and careful reading of the *Republic* and the *Laws*.

Prof. Maguire

Pl 368S—*SUAREZ AND THE STRUCTURE OF FINITE BEING*

A detailed analysis of his famous 31st Disputation in the light of an extensive treatment of the historical background of the problem.

Prof. Wells

Pl 374S—*DEVIATIONISM IN MODERN MARXISM*

A study of the principal theories of revisionism against the background of classical Marxist-Leninist views. Prof. Blakeley

Pl 351S—*STRUCTURES OF COMPARATIVE RELIGION*

A study of the methodologies designed to interpret religious phenomena developed by Frazer, Tylor, van der Leeuw, Wach, Levi-Strauss, and Eliade. Special attention will be given to the use of structuralism and morphology as the foundation for the interpretation of a selected body of religious data. Prof. Rasmussen



Pl 362S—SEMINAR—PHILOSOPHY OF WITTGENSTEIN

This course will concentrate on a critical discussion of the central problems involved in the *Tractatus Logico-Philosophicus* and the *Philosophical Investigation*. Pre-requisites: some familiarity with mathematical logic and analytic philosophy. Prof. MacKinnon

Pl 381S—SEMINAR—LANGUAGE AND KNOWLEDGE

This course will attempt to explore the new convergence between analytic and phenomenological methodologies, focusing on the fundamental significance of language for problems of knowledge. Prerequisites: a survey course in analytic and a survey course in phenomenology or the equivalent. Profs. MacKinnon, Rasmussen

**FACULTY**

**DEPARTMENT OF PHILOSOPHY**

*Professors:* Frederick J. Adelman, S.J., Thomas J. Blakely, Louis O. Kattsoff, Edward M. MacKinnon, Joseph Maguire, Thomas J. Owens, Jacques Taminiaux, Norman J. Wells

*Associate Professors:* Oliva A. Blanchette, Brian J. Cudahy, Joseph A. Devenny, S.J., William J. Haggerty, Stuart B. Martin, Richard T. Murphy, Joseph L. Navickas, David Rasmussen, John P. Rock, S.J., Daniel J. Shine

*Assistant Professors:* Walter F. Feeney, S.J., Joseph F. Flanagan, S.J., (Chairman), Peter J. Kreeft, Theodore Steeman, Richard M. Stevens

*Visiting Professor:* I. M. Bochenski

**DEPARTMENT OF PHYSICS (Ph)**

The Department offers comprehensive programs of study and research leading to the Master of Science and Doctor of Philosophy degrees. Courses of instruction emphasize the basic principles of physics and prepare the student to choose a major field of concentration according to his interests and abilities. Students intending to undertake experimental research are expected to develop, primarily on their own initiative, the special technical skills required of an experimentalist. Students intending to undertake theoretical research need not develop laboratory skills, but are expected to demonstrate by outstanding achievements in course work their special aptitude for analysis.

All students working for advanced degrees are normally required to start their studies with the courses: Ph 201, Ph 211, Ph 263, Ph 281, and Ph 283. Within two years of the start on these courses, the student is required to take written qualifying examinations which will be based on the prescribed courses; the examinations will be given in the Fall. The students who have successfully completed the courses and passed the

qualifying examinations may be permitted to enter either the master's program or the doctoral program.

Language requirements are as follows: Each student in the master's program must pass a proficiency examination in one foreign language. In the doctoral program, two foreign languages are required, although one may be replaced by passing a computer language examination. The department administers and grades each of these examinations.

The master's program includes, in addition to the courses which have been designated above, two more requirements, Ph 307-308 and Ph 310. The Department reserves the right to grant the master's degree with or without submission of a thesis. If a thesis is not to be submitted, then the student granted this privilege is required to take and satisfactorily complete two additional courses: Ph 264 and Ph 282.

Upon entering the doctoral program, each student shall select his field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be his principal advisor, the student shall inform the Chairman of this major field selection and the Chairman shall appoint, with the approval of the department, a faculty doctoral committee consisting of at least two full time faculty members to advise and direct the student through the remainder of his graduate studies.

With the advice and approval of this committee and using his own judgment of readiness, the student shall take the comprehensive examinations for the doctoral degree within a period of two years after passing the qualifying examinations. The comprehensive examinations, which may be written or oral, shall consist of two parts. Part 1 shall deal with the fundamentals of physics, and Part 2 with more specialized topics. In Part 2 the student shall be permitted a choice of questions, including one question in his field of specialization. A student becomes a doctoral candidate after having passed the comprehensive and language examinations.

A variety of theoretical studies are conducted within the department and student research may be performed at the doctoral level in the following areas: theoretical space physics, plasma physics, and astrophysics; elementary particles and current algebras; theory of elementary interactions as applied to gravitational theory, classical mechanics and electromagnetism, and quantum mechanics.

Experimental programs are mainly in solid state and nuclear physics. Active research is being conducted in the following areas of solid state physics: investigation of crystal field effects using spin resonance, Mossbauer techniques and spectroscopy; absorption and fluorescence spectroscopy of solids; the influence of energetic radiations on the dielectric and optical properties of ionic crystals; electreflectance in semi-conductors; transport properties of alloys; Fermi surface studies including the de Haas-van Alphen effect and radio-frequency size effects; the optical and electrical properties of plasmas in solids. Research in nuclear physics is concentrated mainly in the area of experimental nuclear structure studies. Properties of nuclear bound states are investigated by means of charged-particle reactions.

The research offerings of the Department are supplemented by adjunct programs with neighboring laboratories and these provide further opportunities for research in nuclear physics and ultrasonic studies in fluids and plasmas.

Boston College is a participating institution for National Science Foundation Graduate Traineeships and the Department of Physics has been approved to receive and grant N.D.E.A. Title IV Fellowship awards. The Department also offers other fellowship, scholarship, and teaching assistantship aid to qualified students. Student research assistantships are available in space physics and solid state physics during the summer as well as during the academic year.

A diagnostic examination is administered to all entering students to assist in preparing course schedules and detecting deficiencies that should be remedied.

All applicants are encouraged to take the G.R.E. Aptitude Test and Advanced Test and to have the scores submitted as part of their application.

## **COURSES OF INSTRUCTION FOR GRADUATES AND UNDERGRADUATES**

### **Ph 121—*ADVANCED LABORATORY I* (1)**

Laboratory and conferences; experiments in mechanics, heat, electricity, and magnetism. One laboratory period per week.

Prerequisite: Ph 35–36, or the equivalent.

First semester THE DEPARTMENT

### **Ph 122—*ADVANCED LABORATORY II* (1)**

Continuation of Ph 121.

Second semester THE DEPARTMENT

### **Ph 123—*EXPERIMENTAL PHYSICS I* (1)**

Laboratory and conferences; a selection of fundamental experiments from atomic, nuclear, and solid state physics. One laboratory period per week.

Prerequisite: Ph 173–174, or the equivalent.

First semester THE DEPARTMENT

### **Ph 124—*EXPERIMENTAL PHYSICS II* (1)**

Continuation of Ph 123.

Second semester THE DEPARTMENT

### **Ph 125—*PROJECTS IN EXPERIMENTAL PHYSICS I* (3)**

Individual research problems in atomic, nuclear, and solid state physics. Advanced studies in the application of contemporary techniques to experimental physics. One lecture and two laboratory periods per week.

Prerequisite: Permission of instructor.

First semester Prof. Goldsmith



Ph 126—*PROJECTS IN EXPERIMENTAL PHYSICS II* (3)

Continuation of Ph 125.

Second semester

Prof. Goldsmith

Ph 173—*ATOMIC PHYSICS* (3)

Alkali atoms; multielectron atoms, coupling of angular momentum; interaction of atomic states with static external and nuclear fields; electromagnetic transitions; lifetimes and transition rates; line and continuous X-ray spectra. Three lectures per week.

First semester

Prof. Young

Ph 174—*NUCLEAR PHYSICS* (3)

Collision theory; nuclear reactions; the neutron; the deuteron; alpha decay; beta decay; high energy physics, the systematics of elementary particles. Three lectures per week.

Second semester

Prof. Young

Ph 175—*STATISTICAL PHYSICS I* (3)

Statistical description of many-particle systems; the laws and applications of thermodynamics; statistical thermodynamics; basic methods of statistical mechanics. Three lectures and one scheduled recitation hour per week.

First semester

Prof. Becker

Ph 176—*STATISTICAL PHYSICS II* (3)

Kinetic theory of dilute gases; equilibrium between phases; quantum statistics for weakly interacting particles; strongly interacting particles; magnetism and low temperature; irreversible processes and fluctuations. Three lectures per week.

Second semester

Prof. Di Bartolo

Ph 177—*MODERN OPTICS* (3)

An introduction to recent developments in this field; coherence theory, lasers, holography, optics of solids, optical instruments, optical information processing. Three lectures and one scheduled recitation hour per week.

Second semester

Prof. Becker

Ph 181—*INTRODUCTION TO SOLID STATE PHYSICS* (3)

A survey of solid state physics including crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical, and magnetic properties of solids. Three lectures per week.

First semester

Prof. Chen

Ph 195—*MECHANICS* (3)

Generalized coordinates, Lagrange's and Hamilton's equations; dynamics of rigid bodies; differential cross sections; special relativity. Three lectures per week.

Not offered 1970-71

Ph 196—*ELECTRICITY AND MAGNETISM* (3)

Maxwell's equations; electrostatics and magnetostatics; wave propagation; radiation; covariance. Three lectures per week.

Not offered 1970-71

Ph 199—*READINGS AND RESEARCH* (credits by arrangement)  
By arrangement (both semesters) THE DEPARTMENT

## GRADUATE COURSES STANDARD OFFERINGS

Ph 201—*CLASSICAL MECHANICS* (3)

Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media. Three lectures per week.

First semester Prof. Carovillano

Ph 203—*PLASMA PHYSICS* (3)

Basic concepts of plasma physics; Debye length and plasma oscillations; ionized fluid flow equations; the hydromagnetic approximation; Alfven waves; selected applications of astrophysical and geophysical importance. Three lectures per week.

Second semester Prof. Kalman

Ph 211—*MATHEMATICAL PHYSICS I* (3)

Complex variables and theory of residues; matrices; determinants, transformation theory; theory of linear operators; calculus of linear operators, invariants, and relation to group theory. Three lectures per week.

First semester Prof. Uritam

Ph 212—*MATHEMATICAL PHYSICS II* (3)

Extension and generalization of linear operator theory to the continuous case; transform calculus; inverses; study of the linear operator for second order differential equations. Three lectures per week.

Not offered 1970-71

Ph 231—*THERMODYNAMICS AND KINETIC THEORY* (3)

The classical laws and concepts of thermodynamics with selected applications; kinetic and statistical basis of thermodynamics; H-Theorem; the Boltzmann transport equation; transport phenomena. Three lectures per week.

First semester Prof. Di Bartolo

Ph 263—*ELECTROMAGNETIC THEORY I* (3)

Physical basis for Maxwell's equations; electrostatics and magnetostatics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena, point charge motion in external fields. Three lectures per week.

Second semester Prof. Carovillano

Ph 264—*ELECTROMAGNETIC THEORY II* (3)

Radiation theory; retarded potentials; scattering; multipole classification of fields and sources; moving media; Lienard-Wiechert potentials; covariant electrodynamics. Three lectures per week.

First semester

Prof. Maguire

Ph 269—*SPACE PHYSICS* (3)

A selection of current research topics in space physics including the theory of the solar wind, interactions of the solar wind with the magnetosphere, and hydromagnetic wave propagation in a dipole ionized plasma. Three lectures per week.

First Semester

Prof. Eather

Ph 273—*SOLID STATE THEORY* (3)

Periodic structures of solids, lattice waves, electron states, electron-electron interaction, transport properties, optical properties, the Fermi surface, magnetism and superconductivity. Three lectures per week.

First semester

Prof. Girvan

Ph 281—*QUANTUM MECHANICS I* (3)

Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle. Three lectures per week.

Second semester

Prof. Chen

Ph 282—*QUANTUM MECHANICS II* (3)

Interaction of radiation with matter; selection rules; second quantization; Dirac theory of the electron; scattering theory. Three lectures per week.

First semester

Prof. Uritam

Ph 283—*STATISTICAL MECHANICS* (3)

Fundamental principles of classical and quantum statistics; kinetic theory; ensemble theory; statistical basis of thermodynamics; selected applications. Three lectures per week.

Second semester

Prof. Di Bartolo

Ph 299—*READINGS AND RESEARCH* (credits by arrangement)

By arrangement (both semesters)

THE DEPARTMENT

Ph 301—*THESIS RESEARCH* (3)

A research problem of an original and investigative nature.

By arrangement (both semesters)

THE DEPARTMENT

Ph 305—*THESIS DIRECTION* (2 points)

A two-point, non-credit course for those whose thesis research time has elapsed.

By arrangement (both semesters)

THE DEPARTMENT



Ph 307-308—*GRADUATE SEMINAR I, II* (1 each)

Discussion of special problems and current literature; credit may be obtained only by regular participation in the discussions.

Both semesters (By arrangement)

THE DEPARTMENT

Ph 310—*PHYSICS COLLOQUIUM*

A weekly discussion of current topics in physics. No academic credit; no fee.

Ph 500—*DOCTORAL CONTINUATION*

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

## GRADUATE COURSE ELECTIVES

These courses are intended to meet the special needs of the student and may not be offered every year.

Ph 202—*CONTINUUM MECHANICS* (3)

Selected topics from the following: the mechanics of continuous systems, Lagrangian and Hamiltonian formulations; stress and strain; conservation relations; linear and non-linear oscillations; fluid and gas dynamics, turbulence, shock waves, the de Laval nozzle; hydromagnetics. Three lectures per week.

Not offered 1970-71

Ph 274—*ADVANCED TOPICS IN SOLID STATE PHYSICS* (3)

The topics studied depend on the interests of the students. Three lectures per week.

Prerequisite: Ph 273, or the equivalent.

Not offered 1970-71

Ph 284—*TOPICS IN ADVANCED QUANTUM MECHANICS* (3)

Formal theory of scattering of Dirac particles; quantum electrodynamics; S-matrix theory, generalized symmetry principles and conservation laws. Three lectures per week.

Not offered 1970-71

Ph 292—*NUCLEAR THEORY* (3)

The two-nucleon interaction; properties of nuclei, structure of complex nuclei; nuclear reactions and scattering. Three lectures per week.

Second Semester

Prof. Young

Ph 294—*ELEMENTARY PARTICLE PHYSICS* (3)

Properties and systematics of elementary particles; scattering, decays, resonances. Symmetry principles, classification schemes; theory of strong, weak and electromagnetics interactions, dispersion relations, field theory and recent developments. Three lectures per week.

Second Semester

Prof. Uritam

Ph 296—*TOPICS IN PHYSICS* (3)

Topics in theoretical or experimental physics. This course will be given in accordance with the current research interests, activities and needs of the students and faculty of the Department. Three lectures per week.

First Semester

Prof. Bakshi

Ph 297—*GROUP THEORY* (3)

Basic concepts; point symmetry groups; continuous groups; selected applications in quantum and elementary particle theory. Three lectures per week.

Not offered 1970-71

**FACULTY**

**DEPARTMENT OF PHYSICS (Ph)**

*Professor:* Robert L. Carovillano (Chairman)

*Associate Professors:* Robert L. Becker, Joseph H. Chen, Baldassare Di Bartolo, George J. Goldsmith, Solomon L. Schwebel\*

*Assistant Professors:* Robert F. Girvan, John J. Maguire, Rein A. Uritam, Helen J. Young

*Adjunct*

*Associate Professors:* Edmund H. Carnevale, Robert H. Eather

*Research Professors:* Pao-Hsien Fang, Gabor Kalman

*Research*

*Associate Professor:* Pradip Bakishi

\*On Sabbatical Leave, 1970-71.

**DEPARTMENT OF POLITICAL SCIENCE (Po)**

The graduate program in Political Science offers advanced instruction for teachers of social studies and political science, prospective doctoral candidates, and those interested in public affairs. A comprehensive and varied curriculum is available, with an unusual blend of scientific philosophical and practical concerns.

The Political Science Department awards its own Master's degree and

also participates in the American Studies M.A. program. The former requires successful completion of thirty graduate credits (ten courses) and a comprehensive examination. The latter does not require more than eighteen credits in political science (without a thesis), the other twelve being taken in American literature, history, sociology or philosophy. In each case the option of writing a thesis also exists. Candidates for the degree in political science must ordinarily take at least one course in each of three of the four fields within the discipline. With the approval of the chairman, a limited number of related courses in other departments may be taken as well.

The doctor's degree is not yet offered. Po 201 is strongly recommended for prospective doctoral candidates.

All candidates for the M.A. in Political Science are required to submit both the Graduate Record Examination aptitude and advanced scores. Candidates for the M.A. in American Studies with a concentration in Political Science are required to submit the Graduate Record Examination score only.

## GRADUATE ASSISTANTSHIPS

A number of assistantships, paying stipends of about \$2000, as well as remitting tuition, are available for outstanding M.A. candidates.

## COURSES OF INSTRUCTION

### Po 201—*BEHAVIORAL APPROACHES TO POLITICAL SCIENCE*

A general introduction to various aspects of the "behavioral" movement of the mid-20th Century, treating both its great potential usefulness to the discipline and its major pitfalls. Covers both theoretical approaches (games theory, systems analysis, etc.) and "scientific" research techniques (survey interviewing, content analysis, etc.) Course is tailored for graduate students with little or no behavioral background, especially those expecting to pursue their studies beyond the M.A.

Th., 4:30–6:15 (1st sem.)

Prof. Manwaring

## AMERICAN POLITICS

### Po 204—*THE UNITED STATES CONGRESS* (3)

Analytical study of the national legislature, its powers, functions and role in policy formation. Emphasis is given to its relationship to the executive and administrative establishments and to interest groups and constituency.

T., 4:30–6:15 (2nd sem.)

Prof. Brazier

### Po 205—*THE AMERICAN PRESIDENCY* (3)

An historical and analytic development of the office and powers of the Chief Executive.

M., 4:30–6:15 (1st sem.)

Prof. Scigliano



Po 207—*SEMINAR ON URBAN POLITICS* (3)

Sources of innovation in city politics, with special attention to the relation between city governments and the state and federal governments. The impact of federal programs on the city's political process. W., 4:30-6:15 (1st sem.) Prof. Derthick

Po 212—*POLITICAL PARTIES AND PRESSURE GROUPS* (3)

An analysis of pressure groups, political parties, the electorate, and electoral trends in the United States. M., 4:30-6:15 (2nd sem.) Prof. Gilbert

Po 216—*THE SUPREME COURT AND CIVIL LIBERTIES* (3)

Research and reports on Supreme Court decisions involving the Bill of Rights. Th., 4:30-6:15 (2nd sem.) Prof. Manwaring

COMPARATIVE POLITICS

Po 226—*PARTIES AND PARTY SYSTEMS* (3)

Different types of modern parties and party systems will be studied. W., 4:30-6:15 (2nd sem.) Prof. Rintala

Po 227 (127)—*GOVERNMENT AND POLITICS OF CHINA* (3)

An introduction to political and international developments of contemporary China, with stress upon ideology and leadership as well as strategies and tactics in the communist-led political, economic, social, and cultural revolution. An inquiry into China's major domestic objectives and position in world politics. M., W., F., 3:00-3:50 (1st sem.) Prof. Tang

Po 228—*CHINESE POLITICAL INSTITUTIONS* (3)

A survey of the ideological framework, historical development, organizational structure and operational techniques of contemporary Chinese political institutions. An analysis of the communist ideology, policies and instruments of power, including the Party, state, economic, social, military, and propaganda machines and such drives as the struggle against revisionism and the cultural revolution. Offered in 1971-72 Prof. Tang

Po 229—*TOPICS IN SOVIET POLITICS* (3)

An analysis of different approaches to the Soviet political system as well as to methodological and research problems. Each student will undertake a research project. In some semesters special attention will be devoted to a designated problem as the major topic for seminar consideration. Examples of such special topics are the following: the changing role of the Communist Party; the Soviet social-class structure; Stalin; a comparison of Union Republics; Soviet Central Asia. T., 4:30-6:15 (1st sem.) Prof. Carlisle

Po 231 (131)—*GOVERNMENT AND POLITICS OF LATIN AMERICA I* (3)

An introduction to the political culture of the area, as well as a study of the governmental and political processes. The following subjects will be examined: the legacy of the colonial period and of the independence movement, the constitutional traditions, the experience with "caudillismo," radicalism, liberalism, militarism, and totalitarianism.

Offered in 1971-72

Prof. Fontaine

Po 232 (132)—*GOVERNMENT AND POLITICS OF LATIN AMERICA II* (3)

An analysis of the major political problems of Latin America today, with emphasis on the role of the military, the problem of participation, the political implications of economic development and social change, the impact of nationalism and communism, and the relations with the United States and other great powers.

Offered in 1971-72

Prof. Fontaine

Po 237 (137)—*THE GOVERNMENT AND POLITICS OF EAST CENTRAL EUROPE* (3)

This course analyzes the political developments of the countries of East Central Europe. Special emphasis is placed on the Communist seizure of power, the processes of Sovietization, and the relations among the Communist bloc countries.

M., W., F., 1:00-1:50 (1st sem.)

Prof. Tang

## INTERNATIONAL RELATIONS

Po 251—*INTERNATIONAL POLITICS AND LAW* (3)

This course is designed to acquaint the students with fundamentals of international politics and law. It consists of basic readings in these fields including works on International Organization. The student is prepared to acquire a comprehensive view of the relations between problems of politics and law in the international sphere. A term project is part of class discussions and affords opportunity for guided research.

Offered in 1971-72

Prof. Woetzel

Po 252—*SELECTED PROBLEMS IN CONTEMPORARY INTERNATIONAL POLITICS* (3)

Treats problems of conflict resolution; the role of international law in relation to international organization; and the problem of power in the atomic age. Examines theories of deterrence, arms control, and disarmament from an international standpoint and in the context of philosophical pluralism in an international society. Methodology for research in international relations is studied and tested in term project on the subject of human rights.

F., 4:30-6:15 (2nd sem.)

Prof. Woetzel

An analysis and evaluation of the determinants of Soviet foreign policy focussing on ideology, national interest, and the domestic political factor. Several case studies will be examined, and research projects will be generated by the students. In some semesters the seminar will be devoted to announced special topics.

Offered in 1971-72

Prof. Carlisle

## Po 258 (158)—SINO-SOVIET RELATIONS

(3)

A study of the background and development of political, economic, strategic, social, and cultural relations between Russia and China, especially in the light of their changed regimes. Emphases are given to ideological issues between the Soviet and Chinese Communist Parties and the impact of their current disputes on the world.

M., W., F., 3:00-3:50 (2nd sem.)

Prof. Tang

Po 259 (159)—INTERNATIONAL RELATIONS OF  
LATIN AMERICA

(3)

An examination of the patterns of cooperation and conflict among the Latin American States and between the latter, the United States, and the rest of the world. A special emphasis is put on the efforts at international organization and integration within the Western Hemisphere and with the rest of the world.

Offered in 1971-72

Prof. Fontaine

## Po 260—CHINESE FOREIGN POLICY

(3)

A study of contemporary Chinese diplomacy with emphasis on the development to date under the Communist regime. An evaluation of the Chinese Communist vital interest, goals, strategies, tactics, and conducts in their relations with other communist countries, the "non-aligned" and emerging nations, the West and, particularly, the United States.

M., 4:30-6:15 (2nd sem.)

Prof. Tang

## Po 264 (164)—WAR AND REVOLUTION: VIETNAM

(3)

This course seeks to analyze some of the most crucial dimensions of war and revolution in the present historical epoch, with special focus on Vietnam as a case study in "crisis politics." An effort will be made to consider our involvement in Vietnam as a multi-dimensional problem, with international, Asian, Communist, and American perspectives. Present policy issues will be treated, and guest lecturers of various persuasions and with different kinds of expertise will be invited to address the class.

Th., 3:00-5:00 (2nd sem.)

Prof. Carlisle

## Po 265 (165)—INTERNATIONAL COMMUNIST MOVEMENT

(3)

A survey of the theory and practice of the world communist movement as advocated and promoted by Marx, Engels, Lenin, Stalin, Mao,



and Castro. An examination of the political, economic, social, and cultural transformation of the communist countries, as well as the evolution and struggle of the communist parties. An inquiry into the prospects of the communist movement.

M., 4:30–6:15 (1st sem.)

Prof. Tang

## POLITICAL THEORY

### Po 278—*SOCRATES AND ATHENS* (3)

The confrontation between the first political philosopher and the city, studied through a comparison of Aristophanes' attack on Socrates in *The Clouds* and Xenophon's defense of Socrates in some of his Socratic writings.

Offered in 1971–72

Prof. Bruell

### Po 279—*THE FOUNDATIONS OF CLASSICAL POLITICAL THEORY: THE TRAINING OF STATESMEN* (3)

A study of either Plato's *Laws* or Aristotle's *Politics* to show the more practical ramifications of philosophies based on human excellence.

T., 4:30–6:15 (1st sem.)

Prof. Bruell

### Po 281—*ANCIENT POLIS AND THE MODERN STATE* (3)

A contrasting of the political philosophies underlying the ancient polis and the modern state as represented in the works of Aristotle and Hobbes.

M., 4:30–6:15 (1st sem.)

Prof. Devine

### Po 282—*THE MEANING OF ROME* (3)

Reflections on a Roman political experience drawn from Livy, Polybius, Machiavelli and Montesquieu.

W., 4:30–6:15 (2nd sem.)

Prof. Lowenthal

### Po 286—*FOUNDERS OF MODERN POLITICAL THEORY: MACHIAVELLI AND BACON* (3)

The attack on classical and medieval ethics and politics, culminating in the new political "realism" and the idea of a society based on the scientific conquest of nature.

Offered in 1971–72

Prof. Faulkner

### Po 291 (191)—*SHAKESPEARE'S POLITICAL WISDOM* (3)

A seminar on Shakespeare's understanding of political life and its various forms as found in *Othello*, *The Merchant of Venice*, *Coriolanus*, *Julius Caesar*, *Henry V* and *Richard III*.

W., 4–6 (1st sem.)

Prof. Lowenthal

### Po 294 (194)—*THE THOUGHT OF MAO TSE-TUNG* (3)

An analysis of Mao Tse-Tung's political, economic, social, cultural, and military philosophy in his adaptation to and development of Marx-

ism-Leninism for class struggle and world revolution, with emphasis on its theoretical formulations and limitations as well as its application at home and influence abroad.

M.,W.,F., 1:00-1:50 (2nd sem.)

Prof. Tang

## SPECIAL RESEARCH

Po 299—*READING AND RESEARCH* (3)

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

By arrangement THE DEPARTMENT

Po 301—*THESIS SEMINAR* (3) (3)

By arrangement THE DEPARTMENT

Po 305—*THESIS DIRECTION* (2)

By arrangement THE DEPARTMENT

## FACULTY

### DEPARTMENT OF POLITICAL SCIENCE (Po)

*Professors:* David Lowenthal (Chairman), Marvin Rintala, Robert Scigliano, Peter S. H. Tang, Robert K. Woetzel.

*Associate Professors:* Gary P. Brazier, Donald S. Carlisle, Martha Derthick, Robert K. Faulkner\*\*, David R. Manwaring.

*Assistant Professors:* Christopher J. Bruell, Francis E. Devine, Pierre-Michel Fontaine\*, Robert E. Gilbert.

\*On Sabbatical, Fall term, 1970.

\*\*On leave of absence, 1970-1971.

## DEPARTMENT OF PSYCHOLOGY (Ps)

The Department of Psychology offers a Graduate program of research and practice in Community Social Psychology leading to the M.A. and Ph.D. degrees. At present, however, students seeking a terminal Masters are not accepted, and all applications are evaluated in terms of the requirement for the doctoral program.

The program is characterized by special emphasis on:

- A. Research on processes of social change and social planning.
- B. Planning and intervention in the natural human settings of work, education, and health.
- C. Ecological studies of social conflict and organizational behavior.

The requirements of the program are as follows:

A. *Application*

Results of the GRE Aptitude Test *and* the Miller Analogies Test are required with the application.

B. *Language*

There is no formal requirement in foreign languages.

C. *Residence*

Four years of full-time residence will normally be expected of all Ph.D. students, due to the field-oriented nature of the program. It is recognized, however, that numerous variations will be necessary to accommodate students with extensive previous preparation or unusual abilities. The Department, however, must review all requests for full-time residence of less than four years.

D. *Credits*

All students will be required to have a minimum of 78 credits. This requirement includes a minimum of 18 hours of credit for field experience.

E. *Evaluation*

A comprehensive evaluation procedure has been established for use at the end of the second year. Successful completion of this evaluation is prerequisite for the granting of the M.A. degree and for admission to candidacy for the Ph.D.

F. *Thesis Specification*

The thesis should represent a progressive, developmental expansion of innovative and creative work. Work on the thesis will commence during the first year as an integral part of the student's doctoral program. At the end of the first year, and at the end of each successive year, the student will be responsible for submitting a thesis report involving increasingly complex problems, designs, and intellectual accomplishment. Each year's thesis report will essentially be a "small thesis," although it may be cumulative over two or more years and result in an intensive study of a single problem. The thesis, thus, may be designed on the model of a single, long-term investigation resulting in a single monograph-length report, or it may be a series of intellectually-related studies resembling a set of journal-length articles.

## COURSES OF INSTRUCTION

### Ps 204—SOCIAL LEARNING

(3)

The application of a learning model to individual behavior in group settings. The study of the formation and modification of attitudes. The analysis of intergroup tensions as faculty learning and the use of modeling procedures to reduce tensions. Various social issues will be examined in terms of environmental influences on behavior.

T., Th., 3:00–4:15 (1st sem.)

Dr. Cautela



Ps 215—*THEORIES OF PSYCHOTHERAPY* (3)

Major theories and practices of psychotherapy together with their application to clinical counseling.

Not offered 1969–1970.

Prof. von Felsinger

Ps 218—*PSYCHOPATHOLOGY* (3)

Major problems in psychopathology. Current systematic approaches to diagnosis and treatment. Special stress on the dynamic aspect of functional personality disorders.

Th., 4:30 (2nd sem.)

Prof. Moynihan, S.J.

Ps 219—*PSYCHODYNAMIC THEORIES OF PERSONALITY* (3)

A basic and intensive course on the contribution of theoretical, clinical, and experimental work to the understanding of character and personality, with emphasis on the psychodynamic frame of reference.

W., 4:30–6:15 (both sems.)

Profs. von Felsinger, Friedman

Ps 222—*PRINCIPLES OF BEHAVIOR MODIFICATION* (3)

The study of the application of learning theory for the study of the behavior disorders. A critical evaluation of various behavioral techniques and their comparison with more traditional methods.

Th., 4:30–6:15 (2nd sem.)

Prof. Cautela

Ps 225—*CLINICAL CHILD GUIDANCE* (3)

Clinical diagnostic and therapeutic methods in relation to specific behavior and personality problems in children.

W., 4:30–6:15 (2nd sem.)

Prof. Kelly

Ps 226—*DYNAMIC PSYCHOLOGY OF INDIVIDUAL BEHAVIOR* (3)

The driving forces of human nature. Emphasis on the clinical and counseling implications of the affective and cognitive dynamics; needs, emotions, attitudes, values, and their relation to personality and character development and integration.

W., 4:30–6:15 (1st sem.)

Prof. Moynihan, S.J.

Ps 227—*ENVIRONMENTAL PSYCHOLOGY* (3)

Systematic attempts to relate aspects of physical form and environment with human behavior. Empirical and conceptual relationships will be examined in terms of both ongoing behavior and potential for psychological change.

M., 4:30–6:15 (1st sem.)

Prof. Friedman

Ps 228—*PHYSIOLOGICAL PSYCHOLOGY* (3)

Anatomical and functional study of the nervous and endocrine systems. Physiological bases of sensory discrimination, learning, drive, and motivation, emotional behavior, memory, and psychometrics.

T., Th., 9:00–10:15 (2nd sem.)

Prof. Baer

Ps 229—*EPIDEMIOLOGICAL APPROACHES TO MENTAL HEALTH AND ILLNESS* (3)

The relevant concepts and methods of epidemiology as they relate to mental health and illness. Description and analysis of methods and findings of existing research.

Not offered 1969–1970.

Ps 230—*SEMINAR IN THE PSYCHOLOGY OF CREATIVITY* (3)

A survey of various theoretical approaches to understanding creative experience and the process of scientific, artistic, and technological innovation.

M., 4:30–6:15 (2nd sem.)

Prof. Weil

Ps 232—*PSYCHOLOGY OF BLACK POWER* (3)

This course will develop a psychological interpretation of the Black Liberation movement with particular emphasis on the importance of Humanist Psychology to an understanding of social revolution. Readings will include current Black Power Literature as well as material relating to the social psychology of social movements and mental health.

W., 4:30–6:15 (2nd sem.)

Ps 233—*BLACK CULTURE* (3)

This course will explore from both a historical and a psychological point of view the culture of Black people in the United States.

M., W., F., 3:00–4:00 (1st sem.)

Ps 236—*SOCIAL PSYCHOLOGY* (3)

A study of the individual in his social context, beginning with the social behavior of animals and including human functioning in small groups, in society and in cross-cultural perspective. Attitudes, motives, and social perception will also be emphasized.

M., W., F., 10:00–11:00 (1st sem.)

Prof. Friedman

M., W., F., 3:00–4:00 (2nd sem.)

Ps 237—*THE PSYCHOLOGY OF SOCIAL DEPRIVATION* (3)

An analysis of the demographic and social changes and their psychological implications for underprivileged groups in urban societies.

T., 4:30–6:15 (2nd sem.)

Prof. Fried

Ps 239—*SEMINAR IN COMMUNITY MENTAL HEALTH* (3)

A consideration of the community mental health field in terms of its theoretical foundations in the social and behavioral sciences as well as psychiatric and public health practice. Implications for the development of local and regional programs.

M., 4:30–6:15 (1st sem.)

Profs. Lindemann, Ryan

Ps 245—*PRO SEMINAR IN SOCIAL PSYCHOLOGY* (3)

Selected readings and discussion in major areas of Social Psychology. Attempts will be made to integrate both conceptual and empirical material.

By arrangement

Ps 254—*SEMINAR IN PSYCHO-SOCIAL ISSUES* (3)

This course will consider a variety of social problems within a psychological framework with special reference to ideological effects on etiological theories, program development, and public policy. Problems to be considered include urban education, the Negro family, the culture of poverty, crime and delinquency, civil disorder, and other areas to be chosen by the students.

T., Th., 3:00-4:15 (2nd sem.)

Prof. Ryan

Ps 255—*GROUP DYNAMICS* (3)

The basic format of the course will be a T-Group, that is a Human Relations Training Group. Readings in the theory of group dynamics and its application in industrial, educational, and community settings will parallel the development of the group.

W., 4:30-6:15 (1st sem.)

Prof. Berkowitz

W., 4:30-6:15 (2nd sem.)

Ps 261—*SEMINAR IN CLINICAL INTERVENTION* (3)

The examination of theories of neurosis and behavior disturbances yielding implications for clinical intervention at various levels ranging from preventive action at the institutional and primary group level to techniques of personality reconstruction. Implications for the differential therapeutic role of various professional groups.

Not offered 1969-1970.

Prof. vonFelsinger

Ps 263-264—*RESEARCH TUTORIAL I, II* (3, 3)

An apprenticeship in research. Each student participates to the developing level of his abilities, in the ongoing research of a faculty member. Emphasis is on bridging the gap between theory, methodology and technique, and their practical application to the solution of problems of human interest and concern in community settings.

By arrangement

THE DEPARTMENT

Ps 271-272—*FIELD WORK IN PSYCHO-SOCIAL ECOLOGY I, II* (3, 3)

A two-semester sequence of supervised field work designed to link students and faculty to community organizations in Boston's inner city and to provide the experiential basis for the consideration of urban life in terms of psycho-social and ecological principles.

The work requires commitment of 2 days per week.

By arrangement

THE DEPARTMENT



Ps 273—*HUMAN ADAPTATION I* (3)

The seminar surveys psychological and sociological correlates of social class, ethnic group membership and social mobility. It also reviews the psycho-social determinants and consequences of segregation and discrimination and the causes and consequences of suburbanization. Included for discussion are social class and ethnic attitudes and behavior expressed in work, marriage, and family interaction. This seminar also provides a review of theory and findings on normal social adaptation and psychopathology, and will consider current theories of psychological and social intervention in deviant behavior states.

Not offered 1969–1970.

Prof. Phillips

Ps 275—*TECHNIQUES OF COMMUNITY ANALYSIS* (3)

Basic techniques of exploring and understanding community functioning. Emphasis is given to participant observation, open-end interviewing, interviewing and observation techniques, and exploration of available data such as census materials. The laboratory will involve the analysis of a community in the Boston area.

M., 4:30–6:15 (1st sem.)

Prof. Morgan

Ps 276—*INTRODUCTION TO QUANTITATIVE  
COMMUNITY ANALYSIS* (3)

A treatment of survey research, questionnaire construction, and an introduction to sampling theory. Topics include the nature of a data matrix, operational definitions, concept formation, and errors in data collection. Some attention will be given to statistical procedures for analysis of quantitative data. Laboratory exercises will include computer analysis of quantitative data.

M., 4:30–6:15 (2nd sem.)

Prof. Morgan

Ps 277–278—*SOCIAL CHANGE I, II* (3, 3)

The basic vehicle for learning about change functions in groups and organizations will be the T-Group. During the course of sensitivity training students will become familiar with many of the issues involved in group and organizational life such as decision-making process, leadership style, collaboration versus competition, norms and rule setting, etc. Using the actual ongoing experience generated by the group, the students will acquire skills in handling and diagnosing a wide range of interpersonal and group issues. The course will also be designed to experiment with and analyze various strategies for influencing group functions.

T., 4:30–6:15 (both sems.)

Prof. Wright

Ps 284—*SEMINAR IN CULTURE AND PERSONALITY* (3)

An analysis of the complex interrelation of cultural and social environment on the development of personality and behavior, drawn from anthropological, sociological, and psychological research and theory.

Not offered 1969–1970.

Prof. von Felsinger

Ps 290—*CLINICAL BASIS OF COMMUNITY*

*ACTION PROGRAMS*

(3)

This course focuses on those facets of clinical psychology relevant to community social action programs. It explores such issues as problems of identity, life styles, social roles, value systems, motive states, personality structure, psychological defenses, etc., as these are relevant to community intervention.

W., 4:30–6:15 (1st sem.)

Prof. Phillips

Ps 291—*READINGS AND RESEARCH ON THE CLINICAL  
BASIS OF COMMUNITY ACTION PROGRAMS*

(3)

By arrangement

Staff

Ps 299–300—*READINGS AND RESEARCH*

(3)

By arrangement

THE DEPARTMENT

Ps 301–302—*THESIS SEMINAR*

(3)

By arrangement

THE DEPARTMENT

Ps 305–306—*THESIS DIRECTION*

(2 points)

A two-point, non-credit course.

By arrangement

THE DEPARTMENT

Ps 310 (Hu 310)—*SEMINAR ON URBAN PLANNING  
AND POLICY*

(3)

An interdisciplinary, problem-centered approach to urban-social policy. The approach is structured for extensive use of case records. Both faculty and students will be interdisciplinary.

By arrangement

Prof. Iatridis & Staff

Ps 311–312—*ORGANIZATION OF HUMAN SERVICE*

(3, 3)

An examination of the network of services and facilities designed to deal with human and social problems in urban areas; consideration will be given to public assistance programs, housing, educational, family counseling, child welfare, mental health and other service programs. Second semester will focus on legislative, planning, and administrative structures which determine the patterning of these services in neighborhoods. Existing barriers and problems will be examined, methods of change in patterns of service will be considered.

T., 4:30–6:15 (both sems.)

Prof. Ryan

Ps 321–322—*GROUP AND ORGANIZATIONAL BEHAVIOR*

(3, 3)

This course attempts to train the student in the analysis of human behavior in group and organizational settings, from the points of view of responsible agents of change. It covers group dynamics and interpersonal processes, organizational aspects of group behavior, and problems of leadership and change. It emphasizes the analysis of first-hand observational and interview data, and requires that the student prepare a

report of his observations, analysis, and recommendations for remedial action in relation to an ongoing group situation in which he is involved as member or observer, or both.

M., 4:30–6:15 (both sems.)

Prof. Moment

Ps 327–328—*FIELD WORK IN PSYCHO-SOCIAL CHANGE I, II* (3, 3)

Supervised experience in action research projects in the areas of education, work, and health.

By arrangement

THE DEPARTMENT

Ps 329—*INTRODUCTION TO MULTIVARIATE ANALYSIS IN BEHAVIORAL SCIENCE* (3)

Topics include multivariate distributions, correlation and regression, causal analysis, and factor analysis. Laboratory exercises will include computer analysis of multivariate data.

Prerequisite: One year of statistics or equivalent.

Lab required.

F., 4:30–6:15 (1st sem.)

Prof. Nuttall

Ps 330—*ADVANCED TOPICS IN MULTIVARIATE STATISTICAL ANALYSIS* (3)

Discriminate function, canonical correlation, model building and simulation techniques. A professional-level paper using multivariate procedures will be written.

Prerequisite: Ps 329 or equivalent.

Lab required

F., 4:30–6:15 (2nd sem.)

Prof. Nuttall

Ps 331–332—*SEMINAR IN COMMUNITY DYNAMICS* (3, 3)

This seminar is designed to study the dynamics of social change in an urban community with attention to both theory and practice. It will also serve as a forum for change, analysis and evaluation of student field work experience.

T., 4:30–6:15 (both sems.)

Mrs. Wright

Ps 375—*MATHEMATICAL AND STATISTICAL FOUNDATION FOR BEHAVIORAL SCIENCE* (3)

Basic topics in mathematics needed for theoretical and statistical work in the behavioral sciences. Included are treatments of elementary set theory, the nature of numbers, algebra of vectors and matrices, and aspects of sequences, limits, convergences, and the calculus. Elementary aspects of probability will also be treated.

Prerequisite: One semester of statistics or equivalent.

Lab required.

Th., 4:30–6:15 (1st sem.)

Prof. Nuttall



Ps 376—*INTERMEDIATE STATISTICS FOR BEHAVIORAL  
SCIENCE RESEARCH* (3)

Treatment of random variables, probability distributions, expected values, population characteristics, sampling distributions, estimators, and hypothesis testing.

Assumes Ps 375 or equivalent.

Lab required.

Th., 4:30–6:15 (2nd sem.)

Prof. Nuttall

Ps 377–378—*SOCIAL CHANGE III, IV* (3, 3)

An examination of social experimentation in the laboratory and in the field viewed as types of planned social change. Selected literature will be reviewed to identify the theory and practice of laboratory and field experimentation. Students will design and conduct a laboratory and field experiment.

W., 4:30–6:15 (both sems.)

Prof. Horwitz

Ps 401–402—*ADVANCED METHODOLOGY OF COMMUNITY  
ANALYSIS AND RESEARCH* (3, 3)

Not offered 1969–1970.

Ps 411—*COMMUNITY DEVELOPMENT* (3)

A study of theories and techniques involved in deliberate efforts of human, social and economic development. Focus will be on ideological structures of larger communities and the psychodynamics of individuals to provide basic understanding of community development process. Particular attention will be given to those methods which educate people from the grass-root level to become effectively involved in determining and executing those programs or actions which affect their lives.

M., 4:30–6:15 (2nd sem.)

Prof. Phillips

Ps 421–422—*FIELD RESEARCH IN COMMUNITY SOCIAL  
PSYCHOLOGY* (3–6, 3–6 hrs.)

By arrangement

THE DEPARTMENT

Ps 500—*DOCTORAL CONTINUATION*

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the Graduate Office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

Ps 501—*DEVELOPMENTAL PLANNING* (2)

Seminar on planning as a unified process. Exploration of leading factors in comprehensive development; practical applications integrating social, economic, spatial and other aspects of urban growth with urban development in the context of planned social change.

By arrangement Prof. Iatridis

Ps 531-532—*FIELD IN PLANNED SOCIAL CHANGE* (3, 3)

Not offered 1969-1970.

Ps 533-534—*SEMINAR ON PLANNED SOCIAL CHANGE* (3, 3)

Not offered 1969-1970.

## **FACULTY**

### **DEPARTMENT OF PSYCHOLOGY**

*Professors:* Joseph R. Cautela, Marc A. Fried\*, Murray Horwitz, James F. Moynihan, SJ, Leslie Phillips, William Ryan, John von Felsinger

*Visiting University*

*Professor of Community*

*Psychiatry:* Erich Lindemann

*Associate Professors:* Daniel J. Baer, Norman Berkowitz, David Moment

*Assistant Professors:* Donnah Canavan, Stephen S. Friedman, Dorothy Lekarczyk, Brian S. Morgan, Edward N. Reynolds\*\*

*Visiting*

*Assistant Professor:* Gunther M. Weil

*Lecturer:* Ledonia Wright

\*Joint Appointment, Institute of Human Sciences

\*\*1970-1971 Leave of absence

## **DEPARTMENT OF ROMANCE LANGUAGES**

### **GRADUATE PROGRAMS IN ROMANCE LANGUAGES**

The Department of Romance Languages offers Master of Arts, Master of Arts in Teaching, and Doctor of Philosophy programs in French, Italian, and Spanish. Course offerings and degree requirements have been organized to provide candidates with a solid grasp of their general field of interest, as a foundation for doctoral research work, or in preparation for teaching in secondary schools. Within the framework of degree requirements, course offerings are sufficiently rich to permit

concentration in the literary period of the individual student's choice, or in the development of his proficiency as a language teacher.

Courses are also offered in Mediaeval Latin, Portuguese, Provençal, and Rumanian to qualified students and teachers eager to develop competence in these areas. With permission of the Department, degree candidates in French, Italian or Spanish, who have completed course coverage of their major field, may take these courses for credit toward their degree.

Courses in comparative studies or of interdepartmental interest, given in English, are offered to graduate students and qualified upperclassmen who intend to undertake advanced work in comparative literature, philology, or area programs, and to those who wish to enrich their background for work in related fields. They may be counted by degree candidates in French, Italian or Spanish, toward fulfillment of their course requirements, once these candidates have covered their chosen field.

Intensive reading courses in French and Spanish are given at the beginning of the fall and spring semesters and during the summer session. These courses are not listed among the departmental offerings of the regular academic year and are taught only if a prescribed minimum of students enroll in them.

## **PREREQUISITES FOR ADMISSIONS**

Students applying for admission to graduate degree programs in Romance Languages and Literatures must satisfy the following prerequisites:

- 1) They must have achieved a general coverage of their major literature at the undergraduate level. A formal survey course, or a sufficient number of courses more limited in scope, passed with distinction, satisfy this requirement.
- 2) At least two periods or genre courses in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.
- 3) Candidates must have acquired an active command of their major language, and be able to understand lectures, participate in seminar discussions, and write term papers in reasonably correct French, Italian or Spanish.

Applicants with deficiencies in any of these prerequisites, but with good potentialities for graduate study, may be admitted conditionally, with the understanding that these deficiencies will be eliminated before they are considered degree candidates in full standing.

## **THE MASTER OF ARTS DEGREE**

Candidates for the M.A. in Romance Languages must earn a minimum of thirty credits in courses distributed over the major periods of their chosen literature. Although a few exceptions may be granted by the department to students with superior backgrounds, M.A. candidates



are normally required to take at least 12 hours and no more than 15 hours in courses numbered 100–200. At the discretion of the Chairman, any foreign language other than the major may be offered in fulfillment of the program requirement concerning the reading knowledge of another language.

### COMPREHENSIVE ORAL EXAMINATIONS

Upon completion of his course requirements, an M.A. candidate must pass a comprehensive oral examination, of no more than one hour's duration, to demonstrate mastery of his field in the following respects:

- 1) Knowledge of literature in his field of specialization. The examination is focused upon the candidate's course record, with questioning of a more general nature based upon the Departmental Reading Lists.
- 2) Fluency in the use of his major language. A sufficient portion of the examination is conducted in French, Italian or Spanish, to determine the candidate's proficiency.

### THE MASTER OF ARTS THESIS

A candidate for the M.A. whose course background is considered adequate, and who gives positive indications of ability to produce original, meaningful research work, may be authorized to offer a thesis in lieu of six course credits. This permission is granted by the Chairman, upon recommendation of a committee of professors who are familiar with the candidate's capabilities and who would be involved in the direction of the thesis.

#### *Summer M.A. Program*

A Master of Arts degree may be earned by taking courses over a period of five summers. This program is intended primarily for teachers who are unable to attend courses during the regular academic year. Except for the fact that courses may be taken exclusively in the summer, all requirements for the M.A. are the same as those in effect in the regular M.A. program.

### THE MASTER OF ARTS IN TEACHING

Candidates for the M.A.T. in Romance Languages must earn at least fifteen credits in their major language and literature. Their program should include a course in Stylistics if their previous training does not include this subject. In addition, they are expected to familiarize themselves with those works in the Departmental Reading Lists which are designated as required for all degree candidates.

### COMPREHENSIVE ORAL EXAMINATIONS

The comprehensive oral examinations in the M.A.T. program follow exactly the format of the M.A. comprehensives described above.

## THESIS

Candidates for the M.A.T. are not permitted to offer theses, since course coverage of their major subject is already limited by other requirements. However, they are expected to demonstrate their ability to do individual work at the graduate level in seminars and term papers.

## THE DOCTOR OF PHILOSOPHY PROGRAM

### PREREQUISITES AND REQUIREMENTS

- 1) By the third semester of graduate study, doctoral candidates should have solidified their grasp of the major literature.
- 2) A reading knowledge of Latin is required of all candidates and should be achieved early in the program. This requirement may be satisfied by passing Ml 205, presenting an equivalent acceptable to the Department, or taking a qualifying examination.
- 3) A reading knowledge of German is mandatory for all candidates and must be demonstrated through a qualifying examination or an equivalent acceptable to the Department. In exceptional circumstances, and with prior approval of the Department, another language outside the field of Romance (English excluded) may be substituted for German, if it is more pertinent to specific doctoral objectives.
- 4) The History of the Language courses (205–206) are obligatory for all doctoral candidates except for students who have had the equivalent courses elsewhere. Students who take the History of the Language course at Boston College and receive “A” in both semesters shall be exempted from the comprehensive examination in this area. Under no circumstances will candidates who have taken the History of the Language elsewhere be excused from the comprehensive examination in this subject.
- 5) The Department normally requires one year of residence during which the candidate must be registered at the University as a *full-time student* (four three-credit courses per semester) following a program of course work approved by the Department. Students teaching at Boston College (teaching fellows) or elsewhere must take three courses per semester, while teaching no more than two, in order to satisfy their residence requirement. The Department does not accept satisfaction of the residence requirement during the year in which the dissertation is written.
- 6) A minimum of sixty credits of graduate study is necessary to fulfill course requirements before the student is admitted to comprehensive examinations.
- 7) Comprehensive examinations covering various aspects of the program may be staggered over more than one examination period. They should be completed, however, before the end of the fifth year of graduate study.

- 8) The subject of the dissertation must be submitted for approval by the Department upon successful completion of the comprehensive examinations.
- 9) Applicants whose academic backgrounds reveal deficiencies may be admitted on a basis of unusual talent and potential development, but they must expect a longer period of course work than is usually required.

## PLANS OF STUDY

### PLAN I: ROMANCE PHILOLOGY

Candidates electing the doctoral program in Romance Philology must develop graduate capabilities in the following areas:

1. History of the French, Italian *and* Spanish languages.
2. History of the Portuguese or the Provençal language.
3. History of the major literature (French, Italian or Spanish: general coverage).

Comprehensive examinations covering area 1 will be both written and oral. The examination dealing with 2 and 3 will be written only.

The dissertation may be a study in Romance Philology, comparative in nature, or set within the history of a single language. It may also involve the critical edition of an early text in the major literature.

### PLAN II: ROMANCE LITERATURE

Candidates who concentrate in Romance Literature must achieve a high level of competence in the following areas:

- 1) History of the major literature. (French, Italian or Spanish)
- 2) Comparative study of a major period or literary movement in three modern literatures. One of these may be outside the field of Romance. The option includes English.
- 3) History of the major language.

The comprehensive examinations covering area 1 will be both written and oral. The examination dealing with 2 and 3 will be written only.

The dissertation may deal with a problem in the major literature or involve a comparative study in the period of specialization.

### PLAN III: COMPARATIVE MEDIAEVAL LITERATURE

#### *Prerequisites and Requirements*

- 1) Applicants should have an active command of two of the languages they will study, and a course background in at least one mediaeval literature.
- 2) General coverage of the major literature should be completed by the third semester of graduate study.
- 3) A reading knowledge of Mediaeval Latin is required and a qualifying examination must be taken early in the program.
- 4) Six credits in mediaeval English, German, Latin or Slavic may be included in the candidates' program, if their doctoral objectives are related to these fields.



Doctoral candidates specializing in Comparative Mediaeval Literature must develop competence in the following areas:

- 1) History of three mediaeval literatures. At least two of these must be selected from the following group: French, Italian, Spanish. The third may be Portuguese, Provencal, or outside the field of Romance.
- 2) History of the major literature. (French, Italian or Spanish: general coverage).
- 3) History of the major language.

Examinations covering area 1 will be both written and oral; those dealing with 2 and 3 will be written only.

The subject of the dissertation will deal with a problem in comparative mediaeval literature.

## FINANCIAL ASSISTANCE

N.D.E.A. FELLOWSHIPS: (Title IV)—\$2,000–\$2,200–\$2,400, plus usual allowances for Summer Study and dependents.

UNIVERSITY FELLOWSHIPS: A \$2,500 award to an unusually promising applicant, without any obligation on his part of service to the University.

TEACHING FELLOWSHIPS: Stipends range from \$2,400 to \$3,000, plus full remission of tuition during the academic year and the summer session. Fellows are responsible for six hours of teaching in the undergraduate colleges.

GRADUATE ASSISTANTSHIPS: Stipends are \$2,000 plus full remission of tuition. Graduate students are expected to provide research and clerical assistance, or student guidance in the language laboratory, on an average of twelve hours per week.

Appointments are competitive; they are based upon the candidates' background and experience. In the case of teaching fellows, a personal interview is desirable.

## COURSES OF INSTRUCTION

### FRENCH (Fr)

French 105–106—*ADVANCED COMPOSITION AND INTRODUCTION TO LITERARY ANALYSIS* (3, 3)

The purpose of this course is to strengthen the student's mastery of French syntax and difficult grammatical problems so that he may express himself correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. Not for graduate credit. Conducted in French.

M., W., 4:00–5:15

Prof. Enos

French 109–110—*CULTURAL BACKGROUND OF FRENCH LITERATURE* (3, 3)

The cultural and artistic achievements of the French nation, from the

Middle Ages to the present day, and their relation to the major trends and developments in French literature. Conducted in French.

M., W., 3:00–4:15

Miss Fol

French 111–112—*FRENCH LITERATURE OF THE  
MIDDLE AGES*

(3, 3)

The origin and growth of literary genres in France, from the tenth through the fifteenth century. Analysis of epic legends, novels of chivalry, Mediaeval drama, and lyric poetry from the songs of the troubadours to the *Testament* of François Villon. Conducted in French.

T., Th., 4:30–5:45

Prof. Cartier

French 121–122—*THE RENAISSANCE IN FRANCE*

(3, 3)

A study of the historical, philosophical, and literary movements which molded the French Renaissance. Selections from Marot, Rabelais, Marguerite de Navarre, the poets of the Pléiade, Agrippa, d'Aubigné, Montaigne, and others, will be read as reflections of humanistic ideals, wars of religion, and the search for the Good Life in the sixteenth century. Conducted in French.

T., Th., 4:30–5:45

Prof. Raho

French 131–132—*SEVENTEENTH-CENTURY LITERATURE*

(3, 3)

A study of the classical literature of the age. Works of philosophers and moralists, such as Descartes, Pascal, La Rochefoucauld, La Bruyère, and plays of Corneille, Racine, and Molière will be given particular attention. Conducted in French.

M., W., 4:30–5:45

Mrs. Taconet

French 141–142—*FRENCH LITERATURE OF THE  
EIGHTEENTH CENTURY*

(3, 3)

The first semester will focus on the ideas of "philosophes" such as Montesquieu, Voltaire, Diderot, and Rousseau. The second will concentrate on the novel and theatre and will include such writers as Prévost, Marivaux, Beaumarchais, and Laclos. Conducted in French.

T., Th., 3:00–4:15

Prof. Lee — first semester

Prof. Figurito — second semester

French 151–152—*ROMANTICISM AND REALISM IN FRENCH  
LITERATURE*

(3, 3)

A study of these currents in French poetry, drama, and narrative literature of the nineteenth century, with detailed analysis of the masterpieces. Conducted in French.

T., Th., 3:00–4:15

Prof. Zayed

French 155–156—*THE SYMBOLIST MOVEMENT IN FRENCH  
LITERATURE*

(3, 3)

The origins of symbolism, its masters, and the characteristics of their poetry. Selected texts from Baudelaire, Verlaine, Rimbaud, Mallarmé, Régner, Laforgue, et al, will be analyzed. Conducted in French.

Offered 1971–1972

Prof. Zayed

French 161-162—*FRENCH LITERATURE IN THE  
TWENTIETH CENTURY*

(3, 3)

An analysis of literary trends in France, from World War I to the present. Novels, plays, and essays of significant writers will be read as reflections of the human condition, and of the problems of man in our times. Conducted in French.

M., W., F., 11:00-11:50

Prof. Gauthier, S.J.

French 205—*HISTORY OF THE FRENCH LANGUAGE* (3)

A study of the internal and external factors which determined the development of French from spoken Latin to the modern language. Selected texts from each major period will be analyzed to illustrate the interplay of linguistic and literary problems. Conducted in French.

T., 4:30-6:15 (1st sem.)

Prof. Simonelli

French 206—*READINGS IN OLD FRENCH* (3)

From courtly poetry to the realism of the thirteenth century. Selections from Marie de France, Conon de Bethune, Hélinant de Froidmont, Jean Bodel, Gautier de Coincy, Thibaut de Champagne, Guillaume de Lorris, Jean de Meung and Rutebeuf. Conducted in French.

T., 4:30-6:15 (2nd sem.)

Prof. Simonelli

French 215—*THE FRENCH EPIC* (3)

Study of the *Chanson de Geste*. Origins and development of the cycles glorifying the exploits of Charlemagne, Guillaume d'Orange, Renaud de Montauban, Garin de Montglane, and Godefroy de Bouillon. The *Chanson de Roland* will be analyzed as a model. Conducted in French.

Given every third year.

Offered 1972-1973

Prof. Cartier

French 216—*THE ROMAN COURTOIS* (3)

Study of the Romans Antiques, the works of Chrétien de Troyes and his followers. The doctrine of courtly love illustrated in the aristocratic novel and its allegorical sublimation in the *Roman de la Rose*. Conducted in French.

Given every third year.

Offered 1972-1973

Prof. Cartier

French 217—*OLD FRENCH LYRICS* (3)

Indigenous poetry of Northern France and the heritage of the troubadours of Provence. Selections from the trouvères, Jean Bodel, Rutebeuf, Thibaut de Champagne, Adam le Bossu and others. Love, life in the Middle Ages, and the crusades as sources of inspiration. Conducted in French.

M., 4:30-6:15 (1st sem.)

Prof. Cartier



French 218—MIDDLE FRENCH LYRICS (3)

Appearance and growth of the personal element in the lyric poetry of the 14th and 15th Centuries. Machaut, Deschamps, Christine de Pisan, Alain Chartier, Charles d'Orléans and others. The course will be focused upon the poetry of François Villon. Conducted in French.

M., 4:30-6:15 (2nd sem.) Prof. Cartier

French 220—THE MEDIAEVAL THEATRE IN FRANCE (3)

Development of the religious drama from Latin tropes to passion plays. The *Jeu d'Adam*, Jean Bodel's *Jeu de Saint Nicolas*, Rutebeuf's *Miracle de Théophile* and selections from the *Mystères de la Passion* will be analyzed. Development of the mediaeval comedy will be studied in *Courtois d'Arras*, the *Jeu de la Feuillée*, the *Farce de Pathelin*, and others. Conducted in French.

F., 4:30-6:15 (2nd sem.) Prof. Cartier

French 221—FRENCH CHRONICLERS OF THE MIDDLE AGES (3)

The deviation of the fourth Crusade and the conquest of Constantinople; the life and deeds of Saint Louis; the Hundred Years' War and expeditions of the French and English into Spain, Italy, Africa and the Near East; Louis XI's struggle against Burgundy and the birth of the modern state. Villehardouin, Joinville, Froissart and Commynes as witnesses of their times. Conducted in French.

Given every third year.

Offered 1971-1972 Prof. Cartier

French 222—D'AUBIGNÉ AND MONLUC (3)

The literary reflection of the wars of religion in the works of two outstanding writers directly involved in the struggle. The poetry of d'Aubigne and the prose of Monluc will be studied as contrasting aesthetic, as well as ideological, commentaries on the times.

M., 4:30-6:15 (2nd sem.) Prof. Raho

French 225—STUDIES IN RABELAIS (3)

The great humanistic surge of the 16th century in France, and its culmination in the creative genius of Rabelais. The Utopia of the Renaissance and the paragon of artistic realism in *Gargantua and Pantagruel*. "Le gigantisme" as an instrument of satire. Conducted in French.

Given in alternate years.

Offered 1971-1972 Prof. Raho

French 226—POETRY OF THE PLEIADE (3)

Pléiade literary theory preached and applied. Extensive readings of the works of Ronsard and Du Bellay. Selections from the other poets of the group. Literary movement studied against the background of the political and social life of the nation. Conducted in French.

Given in alternate years.

Offered 1971-1972 Prof. Raho

French 227—*STUDIES IN MONTAIGNE*

(3)

The quest of wisdom in the face of the wars of religion. Montaigne's progress from meditation over the philosophers of antiquity to the discovery of his personal microcosms. The art of communication in *Les Essais*, a source book for later moralists in search of the modern conscience. Conducted in French.

M., 4:30–6:15 (1st sem.)

Prof. Raho

French 228—*FRENCH THEATRE OF THE SIXTEENTH CENTURY*

(3)

The theatre of the sixteenth century examined as a transition from the mediaeval dramatic concepts and as the preparation of classicism. Special emphasis will be placed on the works of Jodelle, Grévin, Garnier and Monchreti  n. Conducted in French.

F., 4:30–6:15 (2nd sem.)

Mrs. Taconet

French 230—*FRENCH NARRATIVE PROSE IN THE SEVENTEENTH CENTURY*

(3)

The course will focus upon the works of Sorel, Scarron, Fureti  re, Mme. de S  vign   and Mme. de la Fayette. Conducted in French.

Given in alternate years.

Offered 1971–1972

Mrs. Taconet

French 231—*MORALISTS OF THE XVIIITH CENTURY*

(3)

A study of ideas and reflections of the writers of the period. The works of Fran  ois de Sales, Pascal, Descartes, La Bruy  re, Bossuet and La Rochefoucauld will be discussed. Conducted in French.

Given in alternate years.

Offered in 1971–1972

Prof. Figurito

French 233—*THE PLAYS OF CORNEILLE*

(3)

A study of the foundation and theories of the Classical French Theatre, status of production and changes in scenery, the advent of Corneille in 1629. The course will consist of analysis and discussions of Corneille's major and minor works. Conducted in French.

T., 4:30–6:15 (1st sem.)

Prof. Figurito

French 234—*THE TRAGEDIES OF RACINE*

(3)

The Jansenistic trend and its influence on Racine. Classical theories with more human vraisemblance. Lectures and discussions on the plays of the first Racine and the plays of conciliation of the prodigal son. Conducted in French.

Not offered 1970–1971

Prof. Figurito

French 236—*THE COMEDY OF MOLI  RE*

(3)

A study of the development of French comedy from farce and *commedia dell'arte* to the advent of J. B. Poquelin. Method of observation and portrayal of reality in criticism of his era. Moli  re as a writer, di-

rector, producer, and actor. Influence of the Italian theatre. Conducted in French.

Given in alternate years.

Offered 1971-1972

Prof. Figurito

French 237—*THE BAROQUE MOVEMENT IN FRENCH LITERATURE*

(3)

Baroque literature studied as a mode of thought in French poets and dramatists. Selections from Théophile de Viau, Racan, Saint Amant, Garnier, Rotrou, Corneille and Racine will be analyzed. Conducted in French.

Given in alternate years.

Offered 1971-1972

Mrs. Taconet

French 241—*MORALITY AND THE FRENCH ENLIGHTENMENT*

(3)

The breakdown of traditional morality and the search for new values, as expressed in pertinent works of the "philosophes" such as Voltaire, Diderot, Rousseau, Helvétius, and d'Holbach. Conducted in French.

W., 4:30-6:15 (1st sem.)

Prof. Lee

French 243—*VOLTAIRE AND ROUSSEAU*

(3)

The literary and philosophical writings of the two men who dominated 18th century French literature and thought. These writers will be studied in the context of their relationship, of their prerevolutionary significance and of their influence on modern civilization. Conducted in French.

Given every third year.

Offered 1971-1972

Prof. Lee

French 224—*THE EIGHTEENTH-CENTURY THEATRE IN FRANCE*

(3)

Classicism and modern innovations in the French theatre of the 18th century. This course will concentrate on the comedies of Marivaux, Beaumarchais, Lesage and Dancourt, and the *drame bourgeois* of Diderot and his disciples. Conducted in French.

Given every third year.

Offered 1971-1972

Prof. Lee

French 245—*THE EIGHTEENTH-CENTURY NOVEL*

(3)

An analysis of narrative masterpieces as an expression of the philosophical and aesthetic trends of the period. The course will focus upon the *contes* and *romans* of Prévost, Voltaire, Diderot, and Rousseau. Conducted in French.

Given every third year.

Offered 1972-1973

Prof. Lee



French 251—*THE FRENCH THEATRE IN THE NINETEENTH CENTURY* (3)

A study of Romanticism, Realism, and Naturalism in French drama of the 19th century, between Hugo's *Hernani* and Antoine's *Théâtre Libre*. Special attention will be devoted to the works of Hugo, Musset, Scribe, Augier and Becque. Conducted in French.

Given every third year.

Offered 1972-1973

Prof. Araujo

French 253—*ROMANTIC POETRY OF THE NINETEENTH CENTURY* (3)

The literary doctrine, themes and artistic virtuosity of the romantic poets, as they appear in most significant creations of Lamartine, Hugo, Musset and Vigny. Conducted in French.

Given every third year.

Offered 1971-1972

Prof. Araujo

French 254—*VICTOR HUGO* (3)

The impact of Hugo's personality and creative genius on the literary evolution of his time. An examination of his role as high priest of the Romantic movement and an assessment of his contribution to the development of French poetry and prose. Conducted in French.

M., 4:30-6:15 (2nd sem.)

Prof. Zayed

French 255—*BALZAC'S HUMAN COMEDY* (3)

An appreciation of Balzac's role in the development of the French novel through an examination of his most significant works. Conception, framework and elaboration of the "comédie humaine." Conducted in French.

Given every third year.

Not offered 1970-71

Prof. Araujo

French 256—*STENDHAL AND FLAUBERT* (3)

The evolution of the realist novel in the nineteenth century, as it appears in the works of its outstanding exponents. *Beylisme* and *bovarisme* as romantic reactions against the prosaic environment of reality. Conducted in French.

Given every third year.

Offered 1971-1972

Prof. Araujo

French 258—*CONTES ET NOUVELLES IN THE NINETEENTH CENTURY* (3)

While devoting proper attention to the general evolution of the *conte* in the nineteenth century, the course will center around the most significant works of Mérimée, Maupassant and Daudet. Conducted in French.

Given every third year.

Not offered 1970-1971

Prof. Araujo

French 259—*THE PARNASSIAN POETS* (3)

*L'Art pour l'art* as an aesthetic ideal. Its crystallization in the poems of Théophile Gautier, Théodore de Banville, Leconte de Lisle and Heredia. Conducted in French.

Given every third year.

Offered 1971–1972

Prof. Zayed

French 260—*VERLAINE* (Seminar) (3)

The lyrical genius of "Pauvre Lélian" and his creation of music with symbols: *Poèmes saturniens*, *Fêtes galantes*, *Sagesse*, etc., as artistic reflections of the poet's turbulent existence. Conducted in French.

Given every third year.

Offered 1972–1973

Prof. Zayed

French 261—*BAUDELAIRE* (Seminar) (3)

The drama of Baudelaire's inner life: satanism versus spiritualism. Originality of his poetry centered in "le frisson nouveau," *correspondences* and symbol. *Les Fleurs du Mal* at the poetic crossroads of the XIXth century. Conducted in French.

Given every third year.

Offered 1972–1973

Prof. Zayed

French 262—*RIMBAUD* (Seminar) (3)

Rimbaud's experiment with "le dérèglement des sens" and *Saison en Enfer*. His contributions to the development of modern trends in French poetry. Conducted in French.

Given every third year.

Offered 1972–1973

Prof. Zayed

French 263—*THE FRENCH NOVEL IN THE TWENTIETH CENTURY* (3)

Transitional problem of the novel, as it evolved from its nineteenth century prototype: the problem of adolescence and various solutions proposed in the work of Alain Fournier, Cocteau, Gide, Colette, Mauriac, Malraux and others. Conducted in French.

Given every third year.

Offered 1971–1972

Prof. Gauthier, S.J.

French 264—*PROUST: THE MAN AND HIS WORKS* (3)

Problems in Proustian studies concerning early versions of "A la recherche de temps perdu," time, the two memories, and the Proustian vision of the world, will constitute the core of the course. Conducted in French.

Given every third year.

Offered 1971–1972

Prof. Gauthier, S.J.

French 265—*THE LITERATURE OF EXISTENTIALISM IN FRANCE* (3)

Analysis of representative works of Sartre, Simone de Beauvoir, and Camus. The anti-novel of Robbe-Grillet and Butor. The theatre of Ionesco, Beckett and Genet as an expression of existentialist doctrine. Conducted in French.

Given every third year.

Offered 1971-1972

Prof. Gauthier, S.J.

French 267—*SURREALISM IN FRANCE* (3)

Studies in Surrealism as a way of life and an artistic expression; its emergence and relation to Existentialism and the Arts. The course will focus upon the works of Apollinaire, Breton, Aragon, Eluard et al. Conducted in French.

Given every third year.

Offered 1972-73

Prof. Gauthier, S.J.

French 269—*ANDRE GIDE* (Seminar) (3)

Discussion will deal with the author's life and the basic tenets of "le gidisme"; Gide as literary critic and experimental novelist; his influence upon the younger generation of writers in France. Conducted in French. Given every third year.

Offered 1972-1973

Prof. Gauthier, S.J.

French 270—*MALRAUX* (Seminar) (3)

Malraux as a man of action and a man of letters has had a unique range of experience: archeologist, novelist, Resistance fighter, art historian and statesman. Readings will parallel his experience from the early Surrealist writings to his *Antimémoires*. Conducted in French.

Given every third year.

Offered 1972-1973

Prof. Gauthier, S.J.

French 271—*THE FRENCH THEATRE IN THE TWENTIETH CENTURY* (3)

A study of French drama and stage production from World War I to the present time. Special attention will be given to plays of Claudel, Sartre, Camus and the contemporary "theatre of the absurd." Conducted in French.

Given every third year.

Offered 1971-1972

Prof. Lee

French 273—*STEPHANE MALLARME* (3)

A study of Mallarmé's poetry, and of his influence upon the group of young writers who gravitated around him. The birth and growth of the Symbolist movement. Conducted in French.

Given every third year.

Offered 1972-1973

Prof. Zayed



French 274—*PEGUY AND APOLLINAIRE* (3)

A study of contrasts in two modern conceptions of poetry. Literature as a polemic instrument for the exaltation of patriotic and religious virtues in Peguy; the personal experiences of an anarchist and dilettante as sources of inspiration for Apollinaire. Conducted in French.

W., 4:30–6:15 (2nd sem.) Prof. Zayed

French 275—*THE POETRY OF CLAUDEL AND VALÉRY* (3)

Two poetic visions of man and the world. Symbolism as the handmaid of mystical inspiration in the poetry of Claudel, and as the expression of scientific idealism in the hermetic compositions of Valéry. Conducted in French.

W., 4:30–6:15 (1st sem.) Prof. Zayed

French 281–282—*FRENCH STYLISTICS* (3, 3)

This course is designed to give advanced students and prospective teachers of French a grasp of stylistics, and to foster the development of individual style through the analysis of illustrative texts from the masters, and exercises in free composition. Conducted in French.

Prerequisite: French 105–106 or the equivalent.

M., W., 4:30–5:45 Prof. Fol

French 287—*FRANCOIS MAURIAC* (Seminar) (3)

The novels of Mauriac will be discussed as artistic expressions of the problem of evil and "l'inquiétude spirituelle" in the modern world. The crystallization of Mauriac's ideas in the unforgettable characters of Thérèse, Brigitte and Génitrix. Conducted in French.

Th., 4:30–6:15 (1st sem.) Prof. Gauthier, S.J.

French 291—*LITERARY CRITICISM IN FRANCE* (3)

The evolution of French literary criticism from the 16th century to the present times. The ideas and methods of outstanding critics such as Chapelain, Boileau, Voltaire, Sainte-Beuve, Lanson, Sartre and Barthes will be carefully analyzed and compared. Conducted in French.

F., 4:30–6:15 (1st sem.) Mrs. Taconet

ITALIAN (It)

Italian 105–106—*ADVANCED COMPOSITION AND  
INTRODUCTION TO LITERARY  
ANALYSIS*

(3, 3)

The purpose of this course is to strengthen the student's mastery of Italian syntax and difficult grammatical problems so that he may express himself correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. Not for graduate credit. Conducted in Italian.

M., W., F., 10:00–10:50 Prof. Breschi

Italian 113—**DANTE: A STUDY OF HIS POETRY AT THE  
TIME OF THE VITA NUOVA** (3)

Formation of Dante's poetic language through the cultural experiences of his youth. Conducted in Italian.

Given every third year.

Offered 1971-1972

Prof. Simonelli

Italian 116—**DANTE: THE INFERNO** (3)

The first cantica of the *Divina Commedia* will be analyzed in the light of its political, religious and literary significance. Conducted in Italian.

Given every third year.

Offered 1971-1972

Prof. Figurito

Italian 117—**DANTE: PURGATORIO** (3)

A continuation of the preceding course with stress on the second cantica. Conducted in Italian.

Given every third year.

Offered 1972-1973

Prof. Figurito

Italian 118—**DANTE: PARADISO** (3)

A continuation of the *Divina Commedia* with stress on the third cantica. Conducted in Italian.

Th., 4:30-6:15 (2nd sem.)

Prof. Figurito

Italian 119—**THE WORKS OF PETRARCA** (3)

A study of the important works of the poet laureate in the light of his character and his time. Analysis and discussion will be focused on the *Canzoniere* and *I Trionfi*. Conducted in Italian.

Th., 4:30-6:15 (1st sem.)

Prof. Figurito

Italian 120—**THE WORKS OF BOCCACCIO** (3)

A study of Boccaccio, the man, reflected in his works. Particular attention will be given to the *Decamerone* as the universal opus embodying the known world of his time, which closes the Mediaeval Period. Conducted in Italian.

Given every third year.

Offered 1972-1973

Prof. Figurito

Italian 121-122—**THE RENAISSANCE IN ITALY** (3, 3)

A study of the principles and spirit of Humanism, leading to an analysis of the Renaissance, through selected readings from the works of Ariosto, Tasso, Machiavelli, Cellini, and other representative authors. Conducted in Italian.

T., Th., 4:30-5:45

Prof. Breschi

Italian 123—*PETRARCHISM IN ITALY DURING THE  
SIXTEENTH CENTURY*

(3)

The theory of imitation and the poetic practice. From Bembo and Pier Francesco Pico to Bernardo Tasso. Conducted in Italian.

Given every third year.

Offered 1971–1972

Prof. Simonelli

Italian 126—*MACHIAVELLI*

(3)

A close reading of the *Principe*. The philological aspect will be stressed. Conducted in Italian.

Given every third year.

Offered 1971–1972

Prof. Simonelli

Italian 158—*LEOPARDI*

(3)

The *Operette Morali* and the period of the great *Idillii* (1824–1830): a moment in European Romanticism. Conducted in Italian.

Given every third year.

Offered 1972–1973

Prof. Simonelli

Italian 205—*HISTORY OF THE ITALIAN LANGUAGE*

(3)

A study of the development of the Italian language, through analysis of the earliest extant documents, from the Veronese riddle to the first literary texts. Conducted in Italian.

M., 4:30–6:15 (1st sem.)

Prof. Simonelli

Italian 206—*READINGS IN EARLY ITALIAN*

(3)

A philological analysis of early literary texts in Italy. The course will focus upon the poets of the "duecento." Conducted in Italian.

Prerequisite: Italian 205 or the equivalent

M., 4:30–6:15 (2nd sem.)

Prof. Simonelli

Italian 263—*MODERN ITALIAN PROSE*

(3)

The rise of the "Romanzo Storico." *Verismo*, *modernismo*, and *decadentismo* in the evolution of Italian prose. A detailed assessment will be given to the contributions of Manzoni, Verga, Fogazzaro, and D'Annunzio among others.

W., 4:30–6:15 (1st sem.)

Prof. Breschi

Italian 264—*MODERN ITALIAN POETRY*

(3)

The course will be focused upon the works of Carducci, Pascoli and D'Annunzio. Conducted in Italian.

Given in alternate years.

Offered 1971–1972

Prof. Breschi



PORTUGUESE (Pt)

Portuguese 31-32—*INTRODUCTION TO PORTUGUESE* (3, 3)

An intensive course for Department majors or other students with an interest in the language and culture of Portugal and Brazil. Fundamental elements for Portuguese will be assimilated rapidly. The reading and discussion of selected texts will be treated as a cultural initiation.

T., Th., 1:30-2:45

Prof. Vieira

Portuguese 41-42—*CONVERSATIONAL PORTUGUESE* (3, 3)

The course is designed to improve the student's linguistic abilities. Classroom discussion and oral reports are based on literary and non-literary readings. Conducted in Portuguese.

Given in alternate years.

Offered 1971-1972

Prof. Vieira

Portuguese 171—*READINGS IN PORTUGUESE LITERATURE* (3)

The novels and poetry of prominent Portuguese writers of the 19th and 20th centuries will be read, to develop the student's appreciation of cultural material and his ability to discuss it in Portuguese. Conducted in Portuguese.

M., W., F., 1:00-1:50 (1st sem.)

Prof. Vieira

Portuguese 172—*READINGS IN BRAZILIAN LITERATURE* (3)

The course will focus upon the works of the foremost novelists and poets of modern Brazil, to develop the student's appreciation of Brazilian culture and his ability to discuss it in Portuguese. Conducted in Portuguese.

M., W., F., 1:00-1:50 (2nd sem.)

Prof. Vieira

Portuguese 222—*MEDIAEVAL PORTUGUESE* (3)

An introduction to the linguistic development of the Portuguese language will be given in conjunction with readings in early texts. These will include: Galician-Portuguese lyrics, selections from the *Leal Conselheiro* of King Duarte, and chronicles of Fernão Lopes and Gomes Eanes de Zurara.

Given in alternate years.

Offered 1971-1972

Prof. Vieira

Portuguese 225—*THE THEATRE OF GIL VICENTE* (3)

Readings in Portuguese of selected plays by this father of the Portuguese theatre. Attention will also be paid to the origin and development of the Vicentine theatre and its reflection of Portuguese society in the sixteenth century.

Given in alternate years.

Offered 1971-1972

Prof. Vieira

Portuguese 255—*THE NOVELS OF ECA DE QUEIROZ* (3)

This course will feature the reading and analysis of the novels of this nineteenth-century Portuguese writer.

Given every third year.

Offered 1972-1973

Prof. Vieira

## RUMANIAN (Ru)

Rumanian 31-32—*INTRODUCTION TO RUMANIAN* (3, 3)

This is a course for beginners. It stresses developing simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Classwork will be supplemented by laboratory drill.

Given in alternate years.

Offered 1971-1972

(to be announced)

Rumanian 141-142—*INTERMEDIATE RUMANIAN* (3, 3)

This course is designed to consolidate the first-year study of Rumanian through review of the basic elements of grammar and syntax, and to develop the student's language proficiency through close reading of selected texts, oral practice, and written composition.

T., Th., 3:00-4:15

(to be announced)

## SPANISH (Sp)

Spanish 105-106—*ADVANCED COMPOSITION AND  
INTRODUCTION TO LITERARY  
ANALYSIS* (3, 3)

The purpose of this course is to strengthen the student's mastery of Spanish syntax and difficult grammatical problems so that he may express himself correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. Not for graduate credit. Conducted in Spanish.

M., W., F., 9:00-9:50

Prof. Sheehan

Spanish 109-110—*CULTURAL BACKGROUND OF  
SPANISH LITERATURE* (3)

The cultural and artistic achievements of the Spanish nation, from the Middle Ages to the present day, and their relation to the major trends and developments in Spanish literature. Conducted in Spanish.

M., F., 4:30-5:45

Prof. Rebanal

Spanish 115-116—*SPANISH LITERATURE OF THE  
MIDDLE AGES* (3, 3)

The origin and growth of literary genres in Spain, from the eleventh through the fifteenth century. Readings in the epic poetry, the works of Alfonso el Sabio, the *Conde Lucanor*, *El Libro de Buen Amor*, *Santillana*, Jorge Manrique, and the *Cancioneros* of the 15th century. Conducted in Spanish.

Given in alternate years.

Offered 1971-1972

Prof. Morsello

Spanish 131-132—*LITERATURE OF THE GOLDEN AGE* (3, 3)

A study of the major authors and their works, with extensive required readings. Conducted in Spanish.

M., W., F., 9:00-9:50

Prof. Siciliano

Spanish 161-162—*SPANISH LITERATURE OF THE  
TWENTIETH CENTURY*

(3, 3)

A study of the generation of '98 and the *Modernista* movement, as well as the post-Civil War novel, theatre, and poetry. Representative writers will include Unamuno, Baroja, Azorín, Machado, Benavente, Jiménez, Lorca, Casona, Cela, and others. Conducted in Spanish.

M., W., F., 4:00-4:50

Prof. Sheehan

Spanish 171-172—*SPANISH-AMERICAN LITERATURE*

(3, 3)

Survey of the development of literary genres in Hispanic America. Foreign influences and *criollismo*. Various types of novel: the struggle of man against the jungle or the *pampa*, of Indian against the white man, of man against society. The Spanish-American conscience as expressed by essayists and poets. Conducted in Spanish.

By arrangement

First semester

Prof. Guitarte

Second semester

Prof. Morsello

Spanish 205—*HISTORY OF THE SPANISH LANGUAGE*

(3)

A study of the internal and external factors which determined the development of Spanish from spoken Latin to the modern language. Selected texts from each major period will be analyzed to illustrate the interplay of linguistic and literary problems. Conducted in Spanish.

M., 3:00-4:15 (1st sem.)

Prof. Guitarte

Spanish 206—*READINGS IN OLD SPANISH*

(3)

Early Spanish texts will be read for their philological interest, to illustrate the growth of the language from its primitive forms into a vehicle for literary expression. The interplay of linguistic and cultural factors will be analyzed. Conducted in Spanish.

Prerequisite: Spanish 205 or its equivalent

M., 3:00-4:15 (2nd sem.)

Prof. Rebanal

Spanish 215—*THE SPANISH EPIC*

(3)

Origin and development of epic traditions in Spain. The *Poema de mío Cid*, the *Poema de Fernan Gonzalez*, the *Siete Infantes de Lara* and the epic ballads. The course will be focused upon the first of these poems. Conducted in Spanish.

Given in alternate years.

Offered 1971-1972

Prof. Guitarte



Spanish 216—*THE LIBRO DE BUEN AMOR* (3)

The work of the Arcipreste de Hita will be analyzed as the culminating achievement of the Mester de Clerecía. Samplings from other compositions of the same poetic school will be read for background information. Conducted in Spanish.

Given in alternate years.

Offered 1971–1972

Prof. Guitarte

Spanish 217—*SPANISH PROSE IN THE MIDDLE AGES* (3)

Readings in outstanding works from the 13th to the 15th centuries. The evolution of style as seen in the *Chronicles* and *Siete Partidas* of Alfonso el Sabio, the *Conde Lucanor*, and the *Corbacho*. Conducted in Spanish.

Given every third year.

Offered 1971–1972

Prof. Rebanal

Spanish 218—*SPANISH POETRY OF THE FIFTEENTH CENTURY* (3)

The influence of mediaeval lyric traditions and of indigenous popular poetry, upon the development of style and theme during the pre-Renaissance. The works of Juan de Mena, the Marques de Santillana and poets of the court of Juan II will be studied. Conducted in Spanish.

Given every third year.

Offered 1971–1972

Prof. Rebanal

Spanish 219—*THE ROMANCERO* (3)

A survey of the *romances* of the 15th and 16th centuries. This historical cycles—the Cid, Bernardo del Carpio, Infantes de Lara—will be studied in terms of the epic origins as well as their influence on Siglo de Oro drama. Conducted in Spanish.

Given every third year.

Offered 1972–1973

Prof. Rebanal

Spanish 220—*THE CELESTINA* (3)

The authorship and composition of the *Tragicomedia de Calixto y Melibea*. Transformation by Rojas of the traditional theme of the *Vetula*, into a dramatized expression of a tragic love affair in his own time. Conducted in Spanish.

Given every third year.

Offered 1972–1973

Prof. Rebanal

Spanish 223—*LYRIC POETRY OF THE GOLDEN AGE* (3)

Studies in the works of Garcilaso de la Vega, Castillejo, Fray Luis de León, San Juan de la Cruz, Herrera, Lope de Vega, Góngora and Quevedo. Conducted in Spanish.

W., 4:30–6:15 (1st sem.)

Prof. Tittmann

Spanish 225—*THE PICARESQUE NOVEL IN THE  
SIGLO DE ORO* (3)

The origins of the unique genre and its masterpieces in Spain. The course will focus upon *Lazarillo de Tormes*, *Guzman de Alfarache*, and Quevedo's *Buscón*. Conducted in Spanish.

M., F., 4:00–5:15 (1st sem.)

Prof. Morsello

Spanish 227—*CERVANTES AND DON QUIJOTE* (3)

A study of the man and his principal work. Conducted in Spanish.  
Th., 4:30–6:15 (1st sem.)

Prof. Siciliano

Spanish 232—*THE THEATRE OF LOPE DE VEGA* (3)

A survey of the origins and development of the Spanish theatre will be made in conjunction with the study of Lope de Vega's plays. Selected *comedias* of this author will be read and related to various aspects of Spanish society during the Golden Age. Conducted in Spanish.

Given every third year.

Offered 1971–1972

Prof. Vieira

Spanish 233—*CALDERON AND THE AUTO SACRAMENTAL* (3)

Calderón's life and contribution to the Spanish theatre. The history of the important *auto sacramental*. Conducted in Spanish.

F., 4:30–6:15 (1st sem.)

Prof. Siciliano

Spanish 225–226—*ROMANTICISM IN SPAIN* (3, 3)

Origins of romanticism. Foreign influences. A study of the major works. Conducted in Spanish.

Given in alternate years.

Offered 1971–1972

Prof. Siciliano

Spanish 262—*SPANISH THEATRE OF IDEAS: 1898–1936* (3)

Elements of Existentialism, Social Protest, the Absurd and the *Esperpento* in the dramas of Unamuno, Benavente, Valle-Inclán, Azorín, los hermanos Machado, Grau, and Lorca. Conducted in Spanish.

Given in alternate years.

Offered 1971–1972

Prof. Sheehan

Spanish 263—*THE GENERATION OF '98* (3)

A study of the main authors, with discussion of their representative works: Unamano, Baroja, Azorín, Machado, and others. Conducted in Spanish.

Th., 4:30–6:15 (1st sem.)

Prof. Sheehan

Spanish 266—*CONTEMPORARY SPANISH THEATRE*  
(Since 1939) (3)

A study of the most important works of Casona, Calvo-Sotelo, Pemán, Buero Vallejo, and others, as a reflection of literary and social developments in contemporary Spain. Conducted in Spanish.

Th., 4:30–6:15 (2nd sem.)

Prof. Sheehan

Spanish 267—*CONTEMPORARY SPANISH NOVEL*

(*SINCE 1939*)

(3)

A study of the most important works of Cela, Laforet, Gironella, Zunzunegui, Delibes, and Matute, with emphasis on "Tremendismo" and other trends in the contemporary novel. Conducted in Spanish.

Given in alternate years.

Offered 1971-1972

Prof. Sheehan

Spanish 275—*CONTEMPORARY NOVELISTS OF LATIN*

*AMERICA*

(3)

Readings in the works of Asturias, Carpentier, Cortázar, Fuentes, García Márquez and Vargas Llosa. Study of the transformation of the regionalistic and nationalistic subjects into the search for personal responsibility, the creation of atmosphere and of fictional metaphysics. Conducted in Spanish.

T., 4:30-6:15 (1st sem.)

Prof. Guitarte

Spanish 276—*LYRIC POETRY IN SPANISH AMERICA*

(3)

Readings in the poets of the various schools: colonial, romantic, modernists and contemporary trends. Particular attention will be given to the works of Sor Juana Inés de la Cruz, Bello, Heredia, Rubén Darío, Vallejo, Gabriela Mistral, Neruda and Octavio Paz. Conducted in Spanish.

Given in alternate years.

Not offered 1970-1971

Prof. Guitarte

COMPARATIVE AND INTERDEPARTMENTAL STUDIES (M1)

M1 128—*CERVANTES AND DON QUIJOTE*

(3)

A study of the man and his principal work. Conducted in English.

Th., 4:30-6:15 (2nd sem.)

Prof. Siciliano

M1 159—*BRAZILIAN LITERATURE IN TRANSLATION*

(3)

The course is designed to familiarize students with prominent Brazilian prose writers of the nineteenth and twentieth centuries. Various aspects of Brazilian society are discussed in conjunction with the readings. Among the authors to be read are Machado de Assis, Euclides da Cunha, Gilberto Freyre, Lins do Rego, Graciliano Ramos, Jorge Amado, and Erico Veríssimo. Conducted in English.

W., 3:00-4:45 (1st sem.)

Prof. Vieira

M1 160—*PORTUGUESE LITERATURE IN TRANSLATION*

(3)

The course is designed to familiarize students with prominent Portuguese writers from the sixteenth century to the present. Various aspects of Portuguese society are discussed in conjunction with the readings. Among the authors to be read are Camões, Gil Vicente, Eça de Queiroz, Aquilino Ribeiro, and Alves Redol. Conducted in English.

W., 3:00-4:45 (2nd sem.)

Prof. Vieira



Ml 166—*THE LITERATURE OF EXISTENTIALISM* (3)

Studies in Existentialism as a philosophy, a way of life, and an artistic expression. The basic tenets of Existentialism will be analyzed in the works of Sartre, Malraux, Camus, Kafka, Genet, Ionesco, Beckett, et al. Conducted in English.

Th., 4:30–6:15 (2nd sem.)

Prof. Gauthier, S.J.

Ml 168—*CALDERON AND THE AUTO SACRAMENTAL* (3)

Calderón's life and contribution to the Spanish theatre. The history of the important *auto sacramental*. Conducted in English.

F., 4:30–6:15 (2nd sem.)

Prof. Siciliano

Ml 172—*CONTEMPORARY FRENCH THEATRE* (3)

French drama and stage production from Cocteau to the present time. Special attention will be given to the plays of Sartre, Camus and the contemporary "theatre of the absurd", including the works of Ionesco and Beckett. Conducted in English.

Given every third year.

Offered 1972–1973

Prof. Lee

Ml 173–174—*THE SPANISH-AMERICAN NOVEL IN THE TWENTIETH CENTURY* (3, 3)

Intensive analysis and discussion of the leading Latin-American writers. American and French influences as well as the impact of Freud, Marx, and Kafka will be treated. Readings will include Asturias, Axuela, Borges, Carpentier, Cortázar, Fuentes, García Márquez, Rulfo, Vargas, Llosa, Yáñez, and others.

W., 4:00–5:45

Prof. Morsello

Ml 177–178—*MODERN EUROPEAN LITERATURE* (3, 3)

Historical backgrounds of European literature. A study of European thought and its impact on Western civilization. Consideration is given to such authors as Boccaccio, Dante, Tasso, Cervantes, Luther, Calvin, Rousseau, Voltaire, D'Alembert, Goethe, Schiller, Marx, Bakunin, Ibsen, Dostoevsky, Kafka, et al. Conducted in English.

Section A: M., 2:30–4:15

Prof. McCrossen

Section B: M., 4:30–6:15

Prof. McCrossen

Ml 179–180—*MODERN EUROPEAN NOVEL* (3, 3)

The course is designed to give the student a broad insight into the literary inter-relationships of the European drama from Romanticism onward. Typical authors considered are: Goethe, Hugo, Stendhal, Flaubert, Maupassant, Zola, Gogol, Werfel, Kafka, Koestler, Galdós. Conducted in English.

T., 10:30–12:15

Prof. McCrossen

MI 181-182—MODERN EUROPEAN DRAMA (3, 3)

The course is designed to give the student a broad insight into the literary inter-relationships of the European drama from Romanticism onward. Typical authors considered: Goethe, Schiller, Hebbel, Grillparzer, Strindberg, Ibsen, Musset, de Vigny, Hugo, Augier, Duman fils, Anouilh, Péguy, Claudel, Hauptmann, Werfel, Brecht, Chekhov, Mayakovski. Conducted in English.

Given in alternate years.

Offered 1971-1972

Prof. McCrossen

MI 191-192—DANTE: THE DIVINE COMEDY (3, 3)

This course is designed to give the student an understanding of Dante and his times. The *Divine Comedy* in translation will be analyzed in the light of its political, religious, and literary significance. Conducted in English.

W., 4:30-6:15

Prof. Figurito

MI 195-196—TEACHING OF MODERN LANGUAGES (3, 3)

Analysis of approaches and methods in modern language teaching. Presentation of specific techniques, including the use of the language laboratory. Emphasis is placed on specifying behavioral objectives and evaluation procedures. Conducted in English.

Class meets MTWTF., 10:30-11:45 for the first five weeks of the first semester. Final examination: October 26th.

Class meets MWF., 3:00-3:50 second semester

Prof. Valette

MI 205—MEDIAEVAL LATIN (3)

The selection of texts will illustrate the Latin antecedents of literary genres in Romance Languages, and develop the reading capabilities of the students. Conducted in English.

This course satisfies the departmental Latin requirement for doctoral candidates.

Prerequisite: At least one year of college Latin or the equivalent.

Given in alternate years.

Offered 1971-1972

To Be Announced

MI 211—ROMANCE PHILOLOGY (3)

From Latin to Romance. The development of Vulgar Latin into the Neo-Latin languages, illustrated by the comparative study of early French, Provençal, Italian, Spanish and Portuguese texts. Conducted in English.

Given every third year.

Offered 1972-1973

Prof. Simonelli

MI 224—PROVENÇAL

The Provençal language will be studied in the poetry of the troubadours from Guillaume IX de Poitiers to Arnaut Daniel. Conducted in English.

Given every third year.

Offered 1972-1973

Prof. Simonelli

Ml 297-198—*PALEOGRAPHY AND TEXTUAL CRITICISM* (3, 3)

A seminar on romance paleography and textual criticism. Photocopies of French, Italian, and Provençal manuscripts will be examined. Problems in the preparation of a critical edition will be discussed. Conducted in English.

W., 4:30-6:15

Prof. Simonelli

Ml 299—*READING AND RESEARCH* (3)

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the chairman.

By arrangement

THE DEPARTMENT

Ml 301—*THESIS SEMINAR* (Cannot count towards doctoral course credits) (3, 3)

Individual work under tutorial supervision, to assist the student with problems of research related to the writing of the thesis.

By arrangement

THE DEPARTMENT

Ml 305—*THESIS DIRECTION* (2 points)

A non-credit course for students who need guidance beyond the thesis seminar, for the completion of their thesis.

By arrangement

THE DEPARTMENT

Ml 310—*METHODS OF RESEARCH* (3)

The science of bibliography, the particular value of specific works and the handling of materials relating to chosen problems, are treated in order to assist students in preparing their thesis.

By arrangement

THE DEPARTMENT

Ml 500—*DOCTORAL CONTINUATION*

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. The registration entitles them to the use of University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

**FACULTY**

**DEPARTMENT OF ROMANCE LANGUAGES**

*Professors:* Norman R. Cartier, Joseph D. Gauthier, S.J.,  
Vincent A. McCrossen, Ernest A. Siciliano, Maria  
Simonelli, Georges Zayed



*Associate Professors:* Norman Araujo\*, Joseph Figurito, (Acting Chairman, Second Semester 1970–1971), Guillermo L. Guitarte\*\*, Vera G. Lee\*\*\*, Robert L. Sheehan, (Acting Chairman, First Semester 1970–1971), Rebecca M. Valette

*Assistant Professors:* Giancarlo Breschi, Jacqueline Enos, Casper J. Morrello, Jeremias Rebanal, Mildred E. Vieira

*Instructor:* Monique Fol, Viviane Taconet

\* Sabbatical 1970–1971

\*\* Sabbatical Second Semester 1970–1971

\*\*\* Sabbatical Second Semester 1970–1971

## **DEPARTMENT OF SLAVIC AND EASTERN LANGUAGES**

The Department grants a Master of Arts degree in Russian Literature and/or Linguistics. The degree can be obtained in either of two ways: (1) by twenty-seven credits in course work plus an acceptable thesis; or (2) by thirty credits in course work without a thesis. In the latter case, a master's comprehensive examination will substitute for the thesis. Upon admission candidates must demonstrate a working knowledge of the Russian language, equivalent to the proficiency expected at the end of two years of college Russian.

Upon request, a student may combine degree work in Russian Literature or Linguistics with graduate studies in another department by mutual arrangement of the Department of Slavic and Eastern Languages with an appropriate advisor from the other department.

With the approval of the chairman, certain courses from other programs in the department may be counted towards the master's degree. The Department of Slavic and Eastern Language also administers courses and programs in General Linguistics, Slavic Linguistics, Chinese Language and Literature, Arabic, and Swahili. Students working toward a master's degree in Russian Linguistics will be expected to take one year of an additional Slavic language.

Information on the Master of Arts in Teaching can be requested from the Department or the School of Education.

## **COURSES OF INSTRUCTION**

All even-numbered courses are offered in the second semester. Odd-numbers either refer to first semester courses or else are used as reference numbers for courses in the department program not offered in a given year. Most unassigned courses are offered as part of a three-year cycle. Courses are listed in three major sectors: Slavic Languages and Literature Linguistics, and Oriental Languages.

## I. SLAVIC LANGUAGES AND LITERATURE

### A. CZECH (Cz)

Cz 31-32—*INTRODUCTION TO CZECH* (3, 3)

The phonology and grammar of the Czech literary language.

Not offered in 1970-1971.

Prof. Jones

Cz 141-142—*INTERMEDIATE CZECH* (3, 3)

Not offered in 1970-1971

Prof. Jones

### B. Russian (Rs)

Rs 105—*SURVEY OF 19TH-CENTURY RUSSIAN PROSE IN TRANSLATION* (3)

Lectures, readings, and discussions of the major representatives of Russian prose fiction in the period—from Pushkin to Chekhov. The novel dominates the readings of the semester with occasional shorter works introduced to demonstrate the ethical or moral preoccupation of the individual writer. The course is designed to deal with the Russian writer within the broader experience of the novel in Europe and America; comparisons are offered to draw contrasts between the European and Russian novel. Students are encouraged to deal with comparative themes related to their major interest. Included in the readings are *Hero of Our Times*, *Dead Souls*, *The Brothers Karamazov*, *The Enchanted Wanderer*, and the stories of Chekhov.

T., Th., 3:00-4:15 (1st semester)

Prof. Wreath

Rs 108—*SURVEY OF 20TH-CENTURY RUSSIAN LITERATURE IN TRANSLATION* (3)

Offered as a continuation of Rs 105, the course is designed to show the continuity and disruption of Russian literature from the inception of the Soviet regime to the present. Readings include both prose and poetry in translation from representative writers including Majakovskij, Babel', Pasternak, Bulgakov, Solzhenitsyn. Students are encouraged to draw analogies and comparisons with the experience of literature in other national contexts in the 20th century. Some attention may be drawn to *emigre* writers and to pre-Soviet literature.

T., Th., 3:00-4:15 (2nd semester)

Prof. Wreath

Rs 113—*READINGS IN RUSSIAN LITERATURE OF THE 19TH-CENTURY* (3)

Selected critical readings in prose from Pushkin to Chekhov. The course is designed to give the student proficiency in reading Russian and to acquaint him with a variety of literary styles and themes present in 19th-century literature.

Prerequisite: Intermediate Russian, or its equivalent.

M., W., F., 10:00-10:50

Prof. Garrity

Rs 116—*READINGS IN RUSSIAN LITERATURE OF THE 20TH-CENTURY* (3)

Selected critical readings in prose and poetry from pre-Soviet and Soviet literature. Designed to increase the student's proficiency in reading in Russian and to acquaint him with the variety of literary forms and styles present in the literature of the period; the continuity of Russian literature is stressed.

Prerequisite: Intermediate Russian, or its equivalent.

M., W., F., 10:00–10:50 (2nd semester) Prof. Garrity

Rs 121—*RUSSIAN DRAMA* (3)

The course serves a dual purpose: to increase the reading ability of the student in Russian and to acquaint him with recognized masterpieces of Russian drama from Fonvizin to Tolstoj. A close study of selected works reveals the structure of the drama and demonstrates the techniques of the romantic and realist.

Prerequisite: Intermediate Russian, or its equivalent.

T., Th., 9:00–10:15 (1st semester) Prof. Garrity

Rs 124—*RUSSIAN DRAMA IN THE 20TH CENTURY* (3)

Intended to serve as a sequence to Rs 121, the course has the similar aims; includes readings from the dramatic works of Chekhov, Blok, Majakovskij, and others.

Prerequisite: Intermediate Russian, or its equivalent.

T. Th., 9:00–10:15 (2nd semester) Prof. Garrity

Rs 125—*FUNDAMENTALS OF RUSSIAN POETRY* (3)

An introduction to the principles and history of modern Russian poetry from the 18th century to the Symbolist movement. The purpose of the course is to acquaint the student with the critical problems related to the study of poetry including structure, imagery, and theme. Individual works are analyzed for their intrinsic values as well as for their reflection of particular problems related to a historical period.

Prerequisite: A reading knowledge of Russian.

M., W., F., 11:00–11:50 (1st semester) Prof. Wreath

Rs 128—*RUSSIAN POETRY IN THE TWENTIETH CENTURY* (3)

A survey of Russian poetry from 1910 to the present, with an emphasis on the poets Mandel's tam, Pasternak, Akhmatova, and others who represent the renaissance of poetry at the turn of the century. Attention will also be given to poets of the contemporary scene, Akhmadulina, Evtushenko, and Voznesenskij.

Prerequisite: A reading knowledge of Russian.

M., W., F., 11:00–11:50 (2nd semester) Prof. Wreath

Rs 181–182—*ADVANCED RUSSIAN GRAMMAR AND STYLISTICS* (3, 3)

T., Th., 1:30–2:45 (both semesters) Prof. Taranovski



Rs 231—*PUSHKIN, LERMONTOV, GOGOL'* (3)

This course is the first of a series designed to study the major works of the major representatives of 19th-century Russian literature. Readings include selected poetry from Pushkin and Lermontov, and prose works from all three writers. Through a close reading of the work individual literary techniques and styles are studied along with the background of Russian romanticism and the transition to Russian realism as seen in the critical interpretation of Gogol's *Mertvye Dushi* and *Shinel'*. The stress of the course is on the works themselves, but students are encouraged to explore the historical and intellectual content of the period as expressed in the writers' works.

Prerequisite: A reading knowledge of Russian.

M., W., F., 9:00–9:50 (1st semester)

Prof. Wreath

Rs 234—*GONCHAROV, TURGENEV, OSTROVSKIJ* (3)

Critical readings from the works of these writers. The course is designed to deal with the problems of literary realism as they relate to Russian fiction of the mid-19th century. Emphasis is on the writers noted, but students are encouraged to explore the criticism of the period for its polemical and ideological content, as well as the aesthetic configurations of realism.

Prerequisite: A reading knowledge of Russian.

M., W., F., 9:00–9:50 (2nd semester)

Prof. Wreat

Rs 235—*DOSTOEVSKIJ AND TOLSTOJ*

A study and analysis of the realist novel as it appears in the works of two of Russia's most influential writers. All readings are in Russian; selected criticism in Russian.

Prerequisite: A reading knowledge of Russian.

Not offered in 1970–1971

Prof. Wreath

Rs 238—*CHEKHOV, GOR'KIJ, BLOK* (3)

An analysis and critical reading of late 19th century Russian writers. Includes Chekhov's prose and plays, an appreciation of Gor'kij's position in Russian literature, and an introduction to Symbolism through the poetry of Alexander Blok. All readings are in Russian.

Prerequisite: A reading knowledge of Russian.

Not offered in 1970–1971

Prof. Wreath

Rs 261—*SEMINAR IN 19TH-CENTURY RUSSIAN  
LITERATURE*

(3)

Not offered in 1970–1971

Prof. Wreath

Rs 263—*SEMINAR IN 20TH-CENTURY RUSSIAN AND  
SOVIET LITERATURE*

(3)

Not offered in 1970–1971

Prof. Wreath

Rs 272—*A STUDY OF OLD RUSSIAN LITERATURE* (3)

An historical and literary account of Old Russian literature from the 11th to the 18th century. Includes a reading of the *Slovo o Polku Igoreve*, selections from the chronicles, hagiography, and tales from the 16th and 17th centuries. A knowledge of Old Russian is required.  
Th., 4:30–6:15 (2nd semester) Prof. Kelly

Rs 295—*SEMINAR IN 19TH-CENTURY RUSSIAN POETRY* (3)

Intensive study of the structure, thematic trends and personalities expressed in 19th-century Russian poetry.  
Not offered in 1970–1971. Prof. Jones

Rs 297—*SEMINAR IN 20TH-CENTURY RUSSIAN POETRY* (3)

Intensive study of developments in Russian poetry from the Symbolist period through current Soviet poetry, and to a certain extent, emigre Russian poetry.  
Not offered in 1970–1971 Prof. Jones

C. SERBOCROATIAN (Sb)

Sb 31–32—*INTRODUCTION TO SERBOCROATIAN* (3, 3)

The phonology and grammar of the Serbocroatian literary language. Elementary readings.  
Hours to be arranged. (both semesters) Prof. Taranovski

Sb 141–142—*INTERMEDIATE SERBOCROATIAN* (3, 3)

Readings in Serbian folk and literary texts.  
Not offered in 1970–1971. Prof. Taranovski

D. SLAVIC LINGUISTICS (Sl)

Sl 221—*STRUCTURE AND HISTORY OF RUSSIAN* (3)

An introduction to specific topics in the linguistic analysis of the modern Russian literary language. A knowledge of elementary Russian grammar is required.  
M., W., F., 3:00–3:50 (1st semester) Prof. Connolly

Sl 242—*OLD CHURCH SLAVONIC* (3)

The origin and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages illustrated through readings in Old Church Slavonic texts.  
M., W., F., 3:00–3:50 (2nd semester) Prof. Connolly

Sl 243—*OLD RUSSIAN* (3)

An intensive study of the grammar of Old Russian and an introduction to readings in the literature of Russia from the Kievan period on. The philology of Old Russian texts.  
Prerequisite: Sl 141–241 or equivalent.  
Th., 4:30–6:15 (1st semester) Prof. Kelly

Sl 261—SEMINAR: COMPARATIVE SLAVIC LINGUISTICS (3)  
Not offered in 1970–1971. Profs. Connolly, Jones

## II. GENERAL LINGUISTICS (Sg)

Lg 105—*SOCIETY, LANGUAGE AND COMMUNICATION* (3)

Problems and studies in linguistic science presented for students of neighboring disciplines, modern theories of sound, form and meaning; the nature of language and linguistic structures; linguistic and cultural change. Original language-oriented research is an essential part of the course. Open without prerequisite.

Not offered in 1970–1971.

Prof. Connolly

Lg 107—*THE STRUCTURAL NATURE OF SIGNS* (3)

Not offered in 1970–1971.

Prof. Connolly

Lg 109—*LANGUAGE AND LITURGY* (3)

An examination of pertinent topics involving linguistic as well as non-verbal symbolism in liturgical and poetic-religious contexts including translation, hymnography, liturgical reform and experimentation, the evaluation of liturgical form, and the unique linguistic problems of Eastern churches in the West. Emphasis is not confined to the Judaeo-Christian tradition alone. Some individual research will be additionally required. Open without prerequisite.

M., W., F., 1:00–1:50 (1st semester)

Prof. Connolly

Lg 111—*GENERAL LINGUISTICS* (3)

An introduction to the history and techniques of the scientific study of language in its structures and operations.

M., W., F., 10:00–10:50 (1st semester)

Prof. Connolly

Lg 121—*HISTORICAL LINGUISTICS* (3)

The study of the phenomenon of language change, linguistic affinities and the methods for projecting earlier stages of language groups: comparative and internal reconstruction. Lg 111 or equivalent is recommended.

Not offered in 1970–1971.

Prof. Connolly

Lg 123—*THEORETICAL LINGUISTICS* (3)

Not offered in 1970–1971.

Prof. Connolly

Lg 131—*PHONOLOGICAL STUDIES* (3)

Not offered in 1970–1971.

Prof. Connolly

Lg 191—*SANSKRIT* (3)

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics. Open without prerequisite.

Not offered in 1970–1971.

Prof. Connolly



Lg 194—*CLASSICAL ARMENIAN* (3)

A grammatical analysis of Armenian *grabar*, the classical literary language current from the fifth century A.D. Sample readings from the Classical Armenian scriptural, patristic, liturgical and historical texts. Open without prerequisite.

M., W., F., 1:00–1:50 (2nd semester) Prof. Connolly

Lg 195—*OLD PERSIAN AND AVESTAN* (3)

Not offered in 1970–1971. Prof. Connolly

Lg 261—*SEMINAR: STRUCTURAL POETICS* (3)

Not offered in 1970–1971. Prof. Jones

Lg 264—*SEMINAR: TRANSFORMATIONAL GRAMMAR* (3)

M., W., F., 10:00–10:50 (2nd semester) Prof. Connolly

### III. ORIENTAL LANGUAGES

#### A. ARABIC (Ar)

Ar 31–32—*INTRODUCTION TO ARABIC* (3, 3)

An introduction to the study of literary Arabic. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Exercises in pronunciation, grammar and conversation. Class work will be supplemented by laboratory drill.

Hours to be arranged. (both semesters) Prof. Ibrahim

Ar 141–142—*INTERMEDIATE ARABIC* (3, 3)

The purpose of this course is to develop the student's vocabulary, through reading of modern texts, composition and conversation.

Not offered in 1970–1971. Prof. Ibrahim

#### B. CHINESE (Ci)

Ci 31–32—*INTRODUCTION TO CHINESE* (6, 6)

Introduction to modern Mandarin. Active command of the language will be stressed. Exercise in pronunciation, grammar, conversation, reading and writing will be supplemented by laboratory drill.

M., W., F., 9:00–9:50 plus T., Th., 10:30–11:45 (both semesters)  
Prof. Ch'en

Ci 141–142—*INTERMEDIATE CHINESE* (3, 3)

The purpose of this course is to develop the student's knowledge of Chinese through modern texts, composition and conversation. Classes are conducted largely in Chinese.

T, Th., 12:00–1:15 (both semesters) Prof. Ch'en

Further reading of modern texts including essays on economics, demography, political theory and history by writers such as Mao Tse-tung, Chou En-lai, Hu Shih and Lu Hsun. Composition and conversation will be stressed, and class discussions are carried out in Chinese. Not offered in 1970-1971. Prof. Ch'en

## Ci 183-184—CHINESE LITERATURE IN TRANSLATION (3, 3)

Study of selected works representative of the major genres of Chinese literature. Class discussions focus on specific features such as the allegorical, philosophical, and political themes of the works, the use of imagery and metaphor; peculiar prosodic and formal elements and characteristics of Chinese literary presentation of nature, man, and myth. Among the major genres studied are classical poetry (*shih-ching*), Taoist and Confucian essays, Taoist and Zen Buddhist recluse poetry, T'ang poetry and Sung love lyrics (*tz'u*), Yuan drama, Ming short stories, eighteenth and nineteenth century novels, and contemporary poetry and folk songs of Communist China.

T., Th., 3:00-4:15 (both semesters)

Prof. Ch'en

Ci 185-186—TWENTIETH-CENTURY CHINA AS SEEN BY  
CHINESE AND WESTERN WRITERS

(3, 3)

An examination of social, political and cultural changes in twentieth-century China as reflected in the writings of contemporary Chinese and Western authors. Special emphasis is given to China's reaction to Western influences, forces leading to the Communist revolution, and changes introduced by the Communists in China. Among the authors studied are Lin, Yu-t'ang, Lu Hsun, Mao Tun, Lao She, Chou Li-po, Han Suyin, Andre Malraux, Nikos Kazantzakis, Pearl Buck, John Hersey, Edgar Snow, Theodore White, Robert J. Lifton, and Harrison Salisbury. Significant new works on China are constantly incorporated into the course's syllabus in an attempt to keep up with current developments. Conducted in English.

Not offered in 1970-1971.

Prof. Ch'en

## C. SWAHILI (Sh)

## Sh 31-32—INTRODUCTION TO SWAHILI

(3, 3)

M., W., F., 9:00-9:50

Prof. Mwamburi

## FACULTY

## DEPARTMENT OF

## SLAVIC AND EASTERN LANGUAGES

Professor: Lawrence G. Jones\*, (Chairman)

Assistant Professor: Li-Li Ch'en, Michael J. Connolly, (Acting Chairman), Christopher Kelly, Patrick J. Wreath.

\*Sabbatical leave 1970-71.

*Lecturers:*

John Garrity, Samir F. Ibrahim, Anthony O. Mwamburi, Arshalouis A. Simeonian, Vera Taranovski.

## **Department of Sociology (Sc)**

### **ADMISSIONS POLICIES TO GRADUATE WORK IN SOCIOLOGY**

Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Admission to the Ph.D. program will be granted to those students who, in the opinion of the Department, evidence exceptional ability in their early graduate work. GRE's and letters of recommendation are required.

#### *Degree Requirements:*

Requirements for the M.A. degree are: nine credit hours in theory, statistics and methods; a total of 30 credit hours including required courses; an oral examination; and either (a) a thesis, (b) a written report, or (c) a written comprehensive examination. Requirements for the Ph.D. are: 15 credit hours in required courses; a total of 54 credit hours, including required courses; a written comprehensive exam; and a dissertation. For both degrees, the Department provides alternatives to the usual language requirements, including the opportunity to receive credit for teaching and/or research.

#### *Financial Assistance:*

The Department has available a combination of tuition waivers and stipends equivalent to about 5–6 teaching assistantships, 12–15 research assistantships, and 4 fellowships. Awards are made on the basis of student need, experience, and skills, and departmental requirements.

### **COURSES OF INSTRUCTION**

#### **Sc 120—SOCIAL INSTITUTIONS (3)**

The organization and ecology of various institutional going-concerns characteristic of North American and similar societies. The social movements and other forms of collective behavior out of which they arise and to which they are subject in course of their existence. Special attention to changes in institutions, to new types of institutions, and to not-quite and deviant institutions.

M., W., F., 9:00–9:50 (1st semester)

Prof. Hughes

#### **Sc 131—CRIMINOLOGY AND PENOLOGY (3)**

An introduction to crime and the criminal in society. The nature of crime and the criminal act; the volume and social cost of crime; theories of crime 'causation'; the relationship, historically, between attitudes towards crime and criminals and other forms of social deviance. Visits are arranged to institutions.

M., W., 4:00 (1st sem.)

Prof. Alper



Sc 133—*JUVENILE DELINQUENCY AND THE JUVENILE COURT* (3)

History and procedures of the juvenile court and correctional process; the Gault decision and its implications for the juvenile court; the child guidance clinic; evaluation, prediction and prevention.

T., Th., 4:15–6:00 (1st semester) Prof. Alper

Sc 177—*SOCIAL STRATIFICATION* (3)

An examination of various theories of social stratification as well as empirical studies of class, status and power differences in American society.

M., W., F., 9:00–9:50 (1st semester) Prof. P. Leventman

Sc 183—*PRE-COMTIAN THOUGHT* (3)

A survey of social thought from Hammurabi to Comte. A consideration of the views of representative thinkers of the past on the purpose of society and its institutions.

T., Th., 3:00–4:15 (2nd semester) Prof. Williams

Sc 192—*POPULATION* (3)

Determinants and consequences of population size, growth rates, composition, distribution, fertility, mortality, and migration. Relations between population and economic, political, religious, and familial institutions in comparative and historical perspective.

T., Th., 3:00–4:15 (1st semester) Prof. Alers

Sc 200—*THE STUDY OF URBANIZATION AND URBAN LIFE* (3)

An interdisciplinary course, led by a team of social scientists which seeks to introduce students to the questions, approaches, and analytical tools of the social sciences and other disciplines in the study of urbanization, the nature of urban change, structure, conditions, and prospect of urban life.

T., 3:00–5:15 (1st semester)

Sc 209—*DEVIANT BEHAVIOR THEORY* (3)

A consideration of the deviant in American society. The social and cultural factors related to his deviancy. Special consideration to alcoholism, drug abuse, suicide, and mental and emotional disorders.

W., 4:30–6:15 (1st semester) Prof. Williams

Sc 220—*ISSUES AND PROBLEMS OF AMERICAN SOCIAL INSTITUTIONS* (3)

A consideration of ideologies and practices contributing to institutional stress and strain. Special consideration to the family, education, and the polity.

T., 4:30–6:15 (2nd semester) Prof. Williams

Sc 223—*MULTIVARIATE STATISTICAL ANALYSIS IN SOCIOLOGY* (3)

Level of measurement, contingency table analysis including measure

of association and significance, correlation including multiples and partial; multiple regression, multiple discriminant analysis, analysis of variance, analysis of covariance, factor analysis, and sampling. Both parametric and nonparametric tests will be considered. Exercises will involve computer analysis of multivariate data.

M., 4:30–6:15 (1st semester)

Prof. Williamson

Sc 228—*ADVANCED SOCIAL PSYCHOLOGY* (3)

A study of the major schools of thought in modern social psychology, with an emphasis on the topic of attitudes and attitude change.

M., 1:00–2:45 (2nd semester)

Prof. Malec

Sc 232—*ADVANCED CRIMINOLOGY* (3)

Consideration of the social implications of individual and organized criminal behavior; the extent and nature of criminality as an index of the common weal; crime as a by-product and as an accepted element of contemporary society; white collar crime; war and crime; and the political machine.

T., 4:00 (2nd sem.)

Prof. Alper

Sc 234—*THE CORRECTION PROCESS: REHABILITATION AND TREATMENT* (3)

This course is given jointly with the School of Law. It is concerned with the steps which follow conviction of an offender in the criminal court. Topics to be covered include; the pre-sentence report; sentencing and the judge's dilemma; jails, reformatories and penitentiaries; probation and parole; counselling and the role of therapy; recidivism. Visiting experts will be invited. Enrollment limited to graduate students in Sociology and to Law Students.

W., 4:00 (2nd sem.)

Prof. Alper and Prof. Flackett

Sc 240—*COMPARATIVE SOCIOLOGY: LATIN AMERICA* (3)

The peoples and institutions of the Latin American Countries, with special emphasis on contemporary processes of modernization.

Th., 2:45 (2nd sem.)

Sc 245—*SEMINAR IN RACE AND ETHNIC RELATIONS* (3)

The nature and role of ethnic and racial groupings in various social contexts.

T., 3:00–4:45 (2nd semester)

Profs. Hughes and S. Leventman

Sc 249—*POLITICAL SOCIOLOGY* (3)

Examination of the underlying social conditions influencing political behavior and the distribution of power and authority. Special consideration of factors leading to democratic versus authoritarian forms of governance and the contemporary thrust towards participatory democracy in a variety of contexts.

Th., 4:30–6:15 (1st sem.)

Prof. Lowry

Sc 257—*FAMILY AND SOCIAL CHANGE* (3)

An analysis of family roles and structure in the context of social change.

T., 4:30–6:15 (1st semester)

Prof. Broschart

Sc 258—*SEX ROLES IN THE MODERN WORLD* (3)

An analysis of the changing roles of men and women in modern societies, with special attention to the history and status of women.

W., 1:30–3:15 (2nd semester)

Prof. Holmstrom

Sc 260—*PROFESSIONAL EDUCATION AND CAREERS* (3)

Study of occupational training and education in universities and other settings; post-university training devices such as apprenticeships, internships, in-service training, etc.; the phases of careers in various occupations and the career contingencies which arise in bureaucratic organizations; special attention to career problems of members of minorities.

W., 3:00–4:45 (1st semester)

Prof. Hughes

Sc 262—*AMERICAN CORPORATIONS* (3)

An examination of corporations as social systems operating in the economic context of American society.

Th., 4:30–6:15 (2nd semester)

Prof. Bruyn

Sc 265—*EXPERIMENTAL METHODS* (3)

A study of the experiment as a research method in sociology and social psychology. Emphasis will be placed on the nature of experimentation, sources of error, and analysis of findings. Each student will conduct an actual experiment of his own design.

Th., 1:00–2:45 (1st sem.)

Prof. Malec

Sc 266—*ADVANCED RESEARCH METHODS* (3)

A general review and discussion of sociological research methods, covering observational methods, use of recorded materials, and survey research procedures. Attention is given to data processing and statistical analyses of data as aided by the computer. Students are required to work with actual research data. Prerequisite: One undergraduate course in methods, in statistics and in theory. Advanced Statistics.

M., 4:00–5:45 (2nd sem.)

Prof. Smith

Sc 271—*SOCIOLOGY OF THE PROFESSIONS* (3)

Analysis of the nature, role, and structure of selected professions.

M., 10:00–1:45 (2nd semester)

Prof. Donovan

Sc 276—*SEMINAR IN MEDICAL SOCIOLOGY* (3)

A seminar in current changes and issues in the medical professions, such as third-party medicine, the government's role in medicine, the



changing role of the patient, medical ethics in the age of organ transplants, the physician and psychiatrist as agents of social control.

M., 1:00–2:45 (1st semester)

Prof. Holmstrom

Sc 278—*POST-BUREAUCRATIC SOCIETY* (3)

Examination of classic theories about and critiques of bureaucracy. Special consideration of the "death of Bureaucracy" in contemporary society and possible post-bureaucratic forms of social organization.

W., 10:00 (2nd sem.)

Prof. Lowry

Sc 284—*ADVANCED THEORY* (3)

Required for all Graduate Students.

M., 3:00–4:45 (1st semester)

Prof. S. Leventman

Sc 288—*AMERICAN CATHOLICISM* (3)

Analysis of American Catholicism as a sub-cultural system. Survey of major historical, demographic, and institutional features and critical examination of contemporary processes.

T., 1:30–3:15 (1st semester)

Prof. Donovan

Sc 295—*SOCIOLOGY OF DEVELOPMENT* (3)

The determinants and consequences of social, economic, and political development. Theories of social evolution, revolution, differentiation, communities, and societies.

Th., 10:30 (second semester)

Prof. Alers

Sc 299—*READING AND RESEARCH* (3)

By Arrangement

THE DEPARTMENT

Sc 301—*THESIS SEMINAR* (3)

By Arrangement

THE DEPARTMENT

Sc 302A,B,C—*TEACHING APPRENTICESHIP* (3)

By Arrangement

THE DEPARTMENT

Sc 303A,B,C—*RESEARCH APPRENTICESHIP* (3)

By Arrangement

THE DEPARTMENT

Sc 304—*FRENCH AND GERMAN SOCIOLOGY* (3)

Readings and Research in classical and current sociology in French and/or German.

By Arrangement

Prof. Hughes

## FACULTY

### DEPARTMENT OF SOCIOLOGY (Sc)

<i>Professors:</i>	Severyn T. Bruyn, (Chairman), John D. Donovan, Ritchie P. Lowry
<i>Visiting Professor:</i>	Everett C. Hughes
<i>Associate Professors:</i>	Oscar J. Alers, Seymour Leventman, David H. Smith
<i>Assistant Professors:</i>	Lynda Holmstrom, Michael A. Malec, (Assistant Chairman), Francis Powell, Robert G. Williams, John Williamson
<i>Lecturers:</i>	Benedict S. Alper, Kay L. Broschart, Paul Levant- man, John Mungovan, Dorothy J. Walker

## Slavic and East European Center

The Slavic and East European Center at Boston College has been designed in order to encourage students to participate in an interdepartmental program of Russian and East European studies on the graduate level. This center is being supported by the U.S. Office of Education under the National Defense Education Act (Title VI).

The long-range aim of this center is to coordinate and expand course offerings in Russian and East European history, economics, political science, languages, literature, philosophy, sociology, and education in order to present students with a wide and varied range of courses in this area of study.

This program of study is specifically set up to help to prepare students for work in government agencies, research, college teaching, and foreign trade.

It should be clear to the students entering this program that it is an inter-departmental program. It is in no sense a substitute for departmental requirements. Students must still earn their degrees by meeting their departmental requirements. The certificate from the center will be granted to students *in addition to* the degrees which they have earned in history, economics, political science, languages, literature, philosophy, or education.

A mastery of the Russian language is essential, plus for Ph.D. candidates the knowledge of at least one eastern European language or its equivalent.

Successful completion of a final comprehensive examination and a thesis on a subject from the Russian and East European area of study are required in order to achieve the graduate certificate from the center.

A comprehensive program of courses offered in the Slavic and East European area of study includes:

### I. SPECIAL INTERDEPARTMENTAL COURSE

Se 102 *PERSPECTIVES ON MARXISM*

3 credits; M., W., F., 12:00–12:50

Second semester

Various professors associated with the Center.

This is a new, three credit, interdisciplinary course to be taught by several professors and sponsored by the Slavic and East European Center. The course is designed to introduce students to the fundamental problems involved in the study of the theory and practice of Marxism.

By concentrating on the essential elements the teaching team, composed of an economist, a political scientist, a philosopher, a linguist, a specialist in literature, and an historian, will present a coherent overview, enabling the student to gain an understanding of the Marxist phenomenon from all the major perspectives and providing an orientation for planning further study of the questions raised by this important contemporary movement.

Emphasis will be placed on the continuity and change evidenced in the development of Marxism from its origins to its Leninist and Maoist actualizations on the contemporary international scene. Occasional seminars and guest lecturers will be scheduled as needed.

## II. DEPARTMENTAL COURSES

### SLAVIC LANGUAGES AND LITERATURE

#### *Czech (Cz)*

- Cz 031-32 —ELEMENTARY CZECH (6)  
Cz 141-142—INTERMEDIATE CZECH (6)

#### *Russian (rs)*

- Rs 181-182—ADVANCED RUSSIAN GRAMMAR & STYLISTICS (6)  
Rs 113—READINGS IN RUSSIAN LITERATURE OF THE  
19TH CENTURY (3)  
Rs 115—READINGS IN RUSSIAN LITERATURE OF THE  
20TH CENTURY (3)  
Rs 105—SURVEY OF 19TH CENTURY RUSSIAN LITERATURE  
IN TRANSLATION (3)  
Rs 107—SURVEY OF 20TH CENTURY RUSSIAN LITERATURE  
IN TRANSLATION (3)  
Rs 231—PUSHKIN, LERMONTOV AND GOGOL (3)  
Rs 233—GONCHAROV, TURGENEV, AND OSTROVSKI (3)  
Rs 235—DOSTOEVSKY AND TOLSTOJ (3)  
Rs 237—CHECKHOV, GOR'KY AND BLOK (3)  
Rs 271—A STUDY OF OLD RUSSIAN LITERATURE (3)  
Rs 261—SEMINAR IN 19TH CENTURY RUSSIAN LITERATURE (3)  
Rs 263—SEMINAR IN 20TH CENTURY RUSSIAN LITERATURE (3)  
Rs 125—FUNDAMENTALS OF RUSSIAN POETRY (3)  
Rs 127—RUSSIAN POETRY IN THE 20TH CENTURY (3)  
Rs 295—SEMINAR IN 19TH CENTURY RUSSIAN POETRY (3)  
Rs 297—SEMINAR IN 20TH CENTURY RUSSIAN POETRY (3)  
Rs 121—RUSSIAN DRAMA (3)  
Rs 123—RUSSIAN DRAMA IN THE 20TH CENTURY (3)

#### *Serbo-Croatian (Sb)*

- Sb 031-32—ELEMENTARY SERBO-CROATIAN (6)



*Slavic Linguistics (Sl)*

Sl 221—STRUCTURE & HISTORY OF THE RUSSIAN LANGUAGE (3)

Sl 241—OLD CHURCH SLAVONIC (3)

Sl 243—OLD RUSSIAN (3)

Sl 261—COMPARATIVE SLAVIC LINGUISTICS (3)

*Romance Languages (Ru)*

Ru 031-32—ELEMENTARY RUMANIAN (6)

Ru 141-42—INTERMEDIATE RUMANIAN (6)

*General Linguistics (Lg)*

Lg 111—GENERAL LINGUISTICS (INCLUDING SLAVIC) (3)

Lg 121—HISTORICAL LINGUISTICS (3)

Lg 123—THEORETICAL LINGUISTICS (3)

Lg 131—PHONOLOGICAL STUDIES (3)

Lg 192—SANSKRIT (3)

Lg 261—SEMINAR: STRUCTURAL POETICS (3)

Lg 263—SEMINAR: TRANSFORMATIONAL GRAMMAR (3)

*History (Hs)*

RUSSIA

Hs 157—RUSSIA TO 1861 (3)

Hs 158—HISTORY OF MODERN RUSSIA SINCE 1861-1917 (3)

Hs 249—CONTEMPORARY RUSSIA: 1917 TO THE PRESENT (3)

Hs 247—RUSSIAN INTELLECTUAL HISTORY (3)

Hs 348—SEMINAR ON RUSSIAN INTELLECTUAL HISTORY (3)

EASTERN EUROPE

Hs 137—RISE OF NATIONALISM IN EASTERN EUROPE (3)

Hs 138—EASTERN EUROPE SINCE WORLD WAR I TO THE PRESENT (3)

Hs 246—EASTERN QUESTION IN EUROPEAN DIPLOMACY (3)

Hs 346—CONTEMPORARY PROBLEMS IN EASTERN EUROPE (3)

*Economics (Ec)*

Ec 297—SOVIET ECONOMIC SYSTEM (3)

Ec 298—COMPARATIVE ECONOMIC SYSTEMS & SOVIET ECONOMICS (3)

*Political Science (Po)*

Po 229—TOPICS IN SOVIET POLITICS (3)

Po 255—TOPICS IN SOVIET FOREIGN POLICY (3)

Po 238—THE GOVERNMENT AND POLITICS OF EAST CENTRAL EUROPE (3)

Po 257—SINO-SOVIET RELATIONS (3)

Po 266—INTERNATIONAL COMMUNIST MOVEMENT (3)

*Philosophy (Pl)*

Pl 162—CONTEMPORARY MARXISM	(3)
Pl 163—INTRODUCTION TO SOVIETOLOGY	(3)
Pl 164—MARXISM AND EXISTENTIALISM	(3)
Pl 167—HISTORY OF RUSSIAN PHILOSOPHY	(3)
Pl 145—PHILOSOPHY OF LITERATURE. BASIC PHILOSOPHICAL THEMES. READINGS IN TOLSTOY AND OTHER THINKERS.	(3)
Pl 165—PHILOSOPHY OF REVOLUTION	(3)
Pl 166—PHILOSOPHY OF LIBERATION	(3)
Pl 186—SLAVERY AND FREEDOM	(3)
Pl 263—CONTEMPORARY SOVIETOLOGY	(3)
Pl 264—DIALECTICS OF HEGEL, MARX AND IN SOVIET PHILOSOPHY	(3)
Pl 225—19TH CENTURY GERMAN IDEALISM	(3)
Pl 267—CONTEMPORARY MARXIST AND LENINIST PHILOSOPHY	(3)
Pl 294—THEORY OF PERSON	(3)
Pl 336—HISTORY AND HISTORICISM	(3)
Pl 364—SEMINAR ON HEGEL	(3)

*Education (Ed)* (3)

Ed 305 —COMPARATIVE EDUCATION (3)

Ed 305A—EDUCATION IN THE SOVIET UNION AND  
EASTERN EUROPE (3)

## **Boston College Environmental Center (BCEC)**

While the newly founded Boston College Environmental Center (BCEC) is not strictly a unit within the Graduate School of Arts and Sciences, it has faculty associated with it from many of the constituent departments. The BCEC was established in 1970 as a center for coordinating and administering interdisciplinary research and curriculum. Although its base is in the sciences, it is clear that scientific research and curriculum must be complemented by and interrelated with environmental studies in the social sciences and in planning the urban environment. To achieve the objectives of the programs of the BCEC, therefore, a close working relationship with other centers, institutes, schools, departments, and individual faculty and students from every part of the University has been undertaken. As funding allows, a research faculty and staff will be developed.

The work of the Boston College Environmental Center ranges from individual projects to fully articulated team projects, involving faculty and qualified students of Boston College or other cooperating institutions.

In addition to basic research and general interdisciplinary curriculum development, the Boston College Environmental Center focuses on environmental problems, including ecological, particularly those asso-

ciated with scientific-technological change and with our natural renewable and non-renewable resources. The interdisciplinary nature of BCEC is illustrated by the fact that its governing board, the Executive Committee, is made up of faculty from the Environmental Law Center, the social sciences, and from the natural and physical sciences.

By arrangement, students may take Ec 301–302, Research in Environmental Science, for credit.

*For further information write to:*

Prof. James W. Skehan, S.J.

Director, Boston College Environmental Center

Chestnut Hill, Massachusetts 02167

## **INSTITUTE OF HUMAN SCIENCES**

The Institute is a permanent, autonomous unit of the University. It is not a unit within the Graduate School of Arts and Sciences, but has associated with it some faculty from regular departments of the Graduate School. By arrangement students may take HU310 for credit.

The Institute has both a faculty and research staff. The faculty includes permanent full-time appointments, as well as term full-time and part-time appointmentees (Institute Associates). All full-time faculty in the Institute teach one semester per year and participate in the work of a school or department of the University to strengthen the link among Boston College resources.

The work at the Institute ranges from individual projects to highly integrated team projects, involving members of the Institute with other faculty of Boston College or other institutions.

The Institute of Human Sciences focuses on individual human and social problems associated with urbanization, technological change, and related aspects of contemporary social development.

It is one effort by Boston College to find solutions to the overwhelming problems of contemporary social change in the context of the total human environment. Its purpose is to develop and experiment with programs of research, training, and demonstration in the processes and problems of the contemporary urban human environment. It maintains high standards of theoretical sophistication and methodological rigor.

A number of characteristics mark its efforts: the Institute is problem- and policy-orientated, focusing on social issues, problems and policy as the source and target of theory, research, demonstration and training. Using the city as a laboratory, it develops demonstration projects, specialized services and consultation. The Institute is interdisciplinary in scope, merging the viewpoints of the discrete social sciences for the improvement of the human environment. Its education and training programs are devoted to issues and problems of contemporary life. It relates the application of social and behavioral science knowledge to its essential sources in theoretical work, and at the same time sees intervention in social processes as a significant means of producing new knowledge and of clarifying and testing theories.

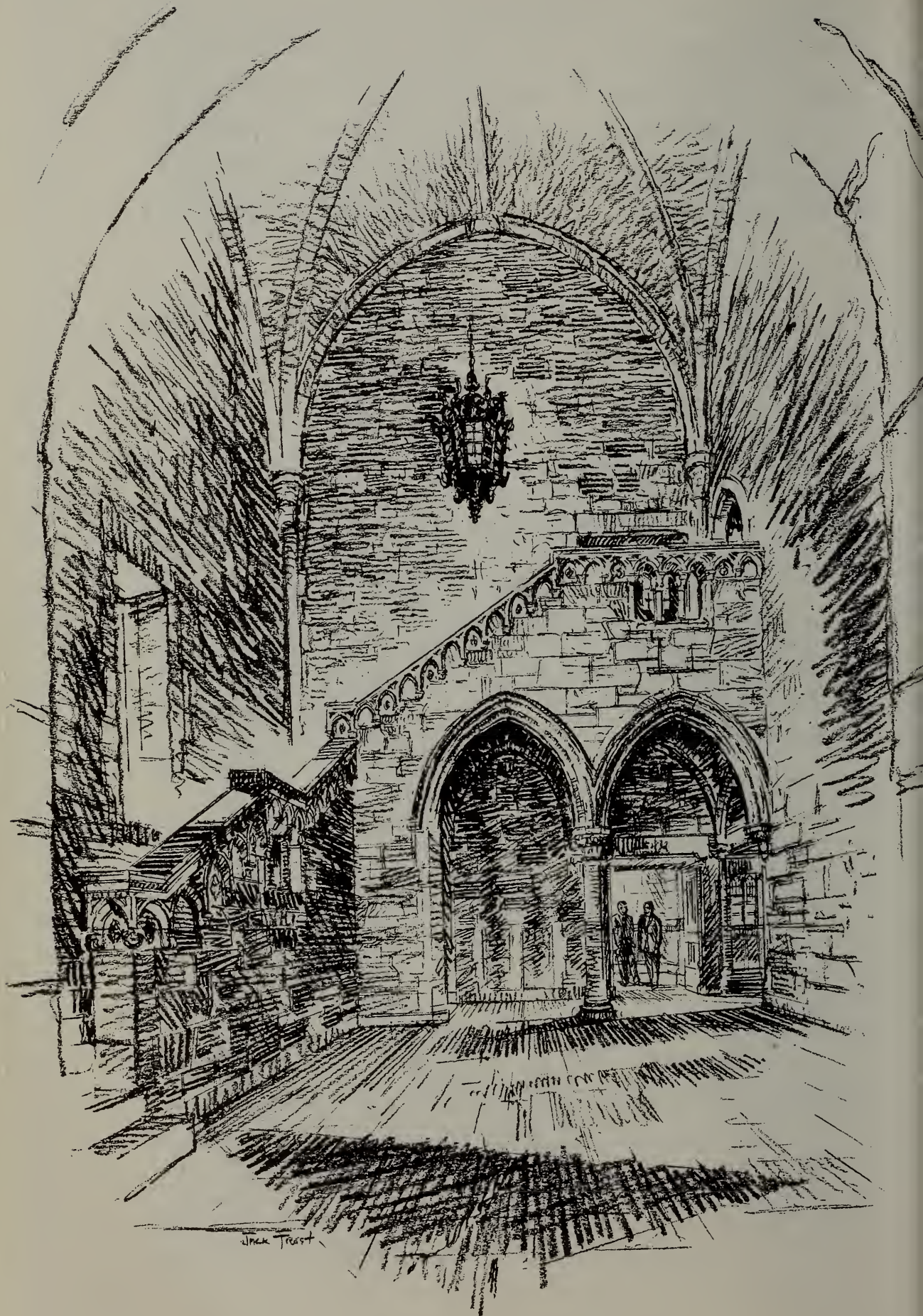


FACULTY

Marc Fried, Ph.D.	<i>Director of the Institute of Human Sciences</i>
Andre Daniere, Ph.D.	<i>Associate Research Professor (Economics)</i>
Ann F. Friedlaender, Ph.D.	<i>Institute Associate (Economics)</i>
Murray Horwitz, Ph.D.	<i>Research Professor (Psychology)</i>
Demetrius S. Iatridis, Ph.D.	<i>Research Professor (Social Planning)</i>
Ronald, L. Nuttall, Ph.D.	<i>Institute Associate (Education)</i>
David Smith, Ph.D.	<i>Associate Research Professor (Sociology)</i>
Allen M. Wakstein, Ph.D.	<i>Institute Associate (History)</i>
John Williamson, Ph.D.	<i>Institute Associate (Sociology)</i>







# FACULTY AND ADMINISTRATIVE DIRECTORIES

## GRADUATE SCHOOL OF ARTS AND SCIENCES

### ADMINISTRATION

Samuel Aronoff, Ph.D.	<i>Dean</i>
Frederick E. White, Ph.D.	<i>Assistant Dean</i>

### EDUCATION POLICY COMMITTEE

Samuel Aronoff, Ph.D.	<i>Chairman (ex officio)</i>
Edward J. Power, D. Ed.	<i>Education, 1972</i>
Ritchie P. Lowry, Ph.D.	<i>Social Sciences, 1970</i>
Thomas P. O'Malley, S.J., D.Litt.	<i>Humanities, 1971</i>
Harold A. Peterson, Ph.D.	<i>Social Sciences, 1970</i>
Irving J. Russell, Ph.D.	<i>Natural sciences, 1970</i>
John H. Smith, Ph.D.	<i>Natural Sciences, 1971</i>
Andrew J. Von Hendy, Ph.D.	<i>Humanities, 1971</i>
Shirley Guenthner, M.S.	<i>Nursing, 1972</i>
(Dates denote expiration of term)	

### COMMITTEE ON ADMISSIONS AND AWARDS

The Dean of the Graduate School of Arts and Sciences  
Chairmen of the Departments  
For Foreign Students, The Foreign Student Advisor

### FACULTY

Frederick J. Adelman, S.J.	<i>Philosophy</i>
A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., St. Louis University	
Peter W. Airasian	<i>Education</i>
A.B., Harvard University; A.M., Ph.D., University of Chicago	



- J. Oscar Alers *Sociology*  
A.B., City College of New York; A.M., Harvard University;  
Ph.D., Cornell University
- James E. Anderson *Economics*  
B.A., Oberlin College, Ph.D., University of Wisconsin
- Michael H. Anello *Education*  
B.S., Seton Hall University; A.M., Ph.D., Cornell University
- Norman Araujo *Romance Languages*  
A.B., A.M., Ph.D., Harvard University
- Maria L. Bade *Biology*  
B.Sc., M.Sc., University of Nebraska; Ph.D., Yale University  
Medical School
- Daniel J. Baer *Psychology*  
A.B., LaSalle College; A.M., Ph.D., Fordham University
- Pradip M. Bakshi *Physics*  
B.S. University of Bombay; M.S., Ph.D., Harvard University
- Vladimir N. Bandera *Economics*  
A.B., University of Connecticut; Ph.D., University of California  
(Berkeley)
- J. Richard Bath *Education*  
B.S., State College at Salem; M.Ed., Boston University; Ph. D., Boston  
College
- Robert L. Becker *Physics*  
B.S., Missouri School of Mines; M.S., Ph.D., University of Wisconsin
- Steven D. Beggs *Economics*  
B.A., Carlton College; Cand. Ph.D., M.I.T.
- David A. Belsley *Economics*  
A.B., Haverford College; Ph.D., Massachusetts Institute of Tech-  
nology
- Albert A. Bennett *Mathematics*  
Ph.D., Princeton University
- O. Francis Bennett *Chemistry*  
B.S., Bridgewater State Teachers College; M.S., Boston College;  
Ph.D., Pennsylvania State University
- Norman Berkowitz *Psychology*  
Ph.D., Boston University
- John R. Betts *History*  
A.B., Princeton University; A.M., Ph.D., Columbia University
- Stanley J. Bezuska, S.J. *Mathematics*  
A.B., A.M., M.S., Boston College; S.T.L., Weston College; Ph.D.,  
Brown University
- Raymond Biggar *English*  
A.B., Bowdoin College; A.M.T., Harvard University; Ph.D.,  
University of Wisconsin
- E. Joseph Billo, Jr. *Chemistry*  
B.S., M.S., Ph.D., McMaster University
- Gerald G. Bilodeau *Mathematics*  
A.B., University of Maine; A.M., Ph.D., Harvard University

- Thomas J. Blakeley *Philosophy*  
A.B., Sacred Heart Seminary; Ph.D., University of Fribourg
- Oliva A. Blanchette, S.J. *Philosophy*  
A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Laval University
- Heinz Bluhm *Germanic Studies*  
A.B., Northwestern College; A.M., Ph.D., University of Wisconsin; A.M., (hon.), Yale University
- I. M. Bochenski *Philosophy*  
Ph.D., Fribourg  
Visiting Professor
- Emanuel G. Bombolakis *Geology and Geophysics*  
B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology
- Joseph Bornstein *Chemistry*  
B.S., Boston College; Ph.D., Massachusetts Institute of Technology
- Alice E. Bourneuf *Economics*  
A.B., A.M., Ph.D., Radcliffe College
- Gary P. Brazier *Political Science*  
B.S., Southern Illinois University; Ph.D., University of Minnesota
- Giancarlo Breschi *Romance Languages*  
Laurea in Lettere, University of Florence
- Edward M. Brooks *Geology and Geophysics*  
A.B., Harvard University; M.S., D.Sc., Massachusetts Institute of Technology
- George D. Brown, Jr. *Geology and Geophysics*  
B.S., St. Joseph's College; M.S., University of Illinois; Ph.D., University of Indiana
- Janet Brown *Nursing*  
B.S.N., Cornell University, M.S.N., Boston University
- Arthur Brownlow (Boston University) *Geology and Geophysics*  
B.S., Ph.D., Massachusetts Institute of Technology
- Christopher Bruell *Political Science*  
M.A., Ph.D. Cand., University of Chicago
- Gert E. Bruhn *Germanic Studies*  
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Leo Y. Gallivan	<i>Germanic Studies</i>
A.B., State College at Bridgewater	
Peter Garber	<i>Economics</i>
B.A., Princeton University	

James Geyer	<i>Economics</i>
B.A., St. Vincent College	
Linda Giddings	<i>Chemistry</i>
B.A., Albertus Magnus College	
You-Ping Goe	<i>Germanic Studies</i>
A.B., Fu Jen Catholic University	
Marilyn Grant	<i>Chemistry</i>
A.B., Regis College	
Martin V. Greaney	<i>Education</i>
B.A., University College/Dublin	
M.A., Trinity College	
B. Greene	<i>Economics</i>
B.A., Western Maryland College	
Reesa Greenwold	<i>Romance Languages</i>
B.A., University of Massachusetts	
M.A., Boston College	
Christiane Guertin	<i>Romance Languages</i>
B.A., Université de Montréal	
M.L.S., Université de Montréal	
M. Susan Gussenhoven	<i>Physics</i>
B.A., Mt. Holyoke College	
M.A., University of Minnesota	
Michael Halloran	<i>Chemistry</i>
B.A., Syracuse University	
Martha Hanford	<i>Sociology</i>
B.A., University of Toronto	
Richard Huber	<i>Philosophy</i>
B.A., Hiram College	
Mary Lou Hyland	<i>Geology and Geophysics</i>
B.S., State College at Bridgewater	
Sharon Jaeger	<i>English</i>
B.A., University of Dayton	
V. B. Jegede	<i>Biology</i>
B.S., Boston College	
Meltonia Jenkins	<i>Psychology</i>
B.A., Florida A & M University	
Samuel C. Kao	<i>Physics</i>
B.S., Virginia Polytechnic Institute	
M.S., Northeastern University	
James T. Karpick	<i>Physics</i>
B.S., Niagara University	
M.S., Boston College	
Judith Kasprzak	<i>Education</i>
B.S., Lesley College	
Albert Kearney	<i>Education</i>
A.B., Stonehill College	
M.Ed., Boston College	
Sister Kathryn Kerwin	<i>Education</i>
B.A., Marymount College, Manhattan	

Frances Kieffer	<i>Psychology</i>
B.A., University of California (Berkeley)	
M.A., San Francisco State College	
Yer-Ae Kim	<i>English</i>
B.A., Smith College	
Jerilyn King	<i>Biology</i>
B.S., Boston University	
Eugene Kirk	<i>Economics</i>
B.A., Canisus College	
M.A., Boston College	
Janet Charubin Krol	<i>Mathematics Institute</i>
B.A., Boston College	
Ruth Kunstadt	<i>History</i>
A.B., Connecticut College	
Kirk L. Lamb	<i>Education</i>
B.S., Tufts University	
Carin Lamont	<i>Psychology</i>
B.A., Simmons College	
Patrick P. Leahy	<i>Geology and Geophysics</i>
B.S., Boston College	
Lei Kuang Leu	<i>Geology and Geophysics</i>
B.S., Taiwan Provincial Taipei Institute of Technology	
Stephen Lewis	<i>Philosophy</i>
A.B., Guilford College	
Sandi Lieu	<i>Physics</i>
B.S., Lehigh University	
Janice Lipski	<i>Economics</i>
B.A., Albertus Magnus College	
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B.S., Tung-hai University, China	
Emily Lin	<i>Physics</i>
B.S., Cheng Yuan College of Science and Engineering	
Chia Chu Liu	<i>History</i>
A.B., National Taiwan University	
M.A., National Taiwan University	
Elba Lopez	<i>Romance Languages</i>
B.A., University of Havana	
Anita Lord	<i>Education</i>
B.A., Boston University	
Suzon Lowe	<i>Psychology</i>
B.A., University of Chicago	
Walter Lowney	<i>Psychology</i>
B.S., Northeastern University	
LL.B., Boston University	
LL.M., University of Pennsylvania	
Jack Lucken	<i>Economics</i>
B.A., King's College, London	
M.A., Chelsea College of Science Technology	



Nancy Ma	<i>Biology</i>
B.S., Mt. St. Vincent College, Halifax	
M.S., Northeastern University	
R. Majocha	<i>Biology</i>
B.S., Boston College	
Mary E. Malcolm	<i>Biology</i>
B.A., Regis College, Weston	
David Marcinko	<i>Economics</i>
B.A., St. Vincent College	
Ann Margaret Martin	<i>Mathematics</i>
B.A., Trinity College	
John Maslanka	<i>Philosophy</i>
B.S., M.I.T.	
M.A., Boston College	
Nancy Mason	<i>Economics</i>
B.A., Duquesne University	
Karen McBride	<i>Romance Languages</i>
B.A., State University of New York at Oswego	
George McCarthy	<i>Philosophy</i>
B.A., Manhattan College	
Robert McDonough	<i>Education</i>
B.S., Boston College	
John P. McPhee	<i>Education</i>
B.A., Stonehill College	
Richard D. Mical	<i>Physics</i>
B.S., Notre Dame University	
M.S., Boston College	
Cadman Mills	<i>Economics</i>
B.A., Brandeis University	
Paul Mishkin	<i>Philosophy</i>
B.A., Hobart College	
Mary Joan Moh	<i>Physics</i>
B.S., Fu Jen Catholic University	
Anne Morin	<i>Biology</i>
A.B., Anna Maria College	
Donald Muldoon	<i>Chemistry</i>
B.S., Stonehill College	
Peter W. Murphy	<i>Education</i>
B.A., St. John's Seminary	
Tony Mwamburi	<i>Psychology</i>
B.S., University of Scranton	
Mary Navaroli	<i>Chemistry</i>
A.B., Anna Maria College	
Vincent G. Norton	<i>Sociology</i>
A.B., Boston College	
Pratibha Nuthakki	<i>Physics</i>
B.Sc., M.Sc.,	
Anne O'Brien	<i>Chemistry</i>
B.S., Stonehill College	

Sister Frances O'Connor	Psychology
B.A., M.A., Manhattanville College	
Janet Palmieri	Political Science
B.A., Marymount College	
Peter Parker	Economics
B.A., Ripon College	
Diana Paul	Philosophy
B.A., Northwestern University	
Marva Perry	Education
B.S., Eastern Kentucky University	
Lesley F. Polhemus	Geology and Geophysics
B.A., Rutgers University	
Neel J. Price	Physics
B.S., Eastern Nazarene College	
George D. Rainville	Geology and Geophysics
B.S., Boston College	
Florence Reardon	Economics
B.A., Jackson College	
James Riley	Psychology
A.B., Bowdoin College	
Romeo Rosales	Economics
B.A., Ateneo de Manila University	
Patricia Rosenblatt	English
B.A., Goucher College	
Cheryl Smith Rostad	Classics
B.A., University of New Hampshire	
Rita Ryan	Biology
B.S., University of Massachusetts	
Susan Salladay	Philosophy
B.A., Whitman College	
Robert J. Santoro	Physics
B.S., Boston College	
Doreen Bina Schein	Education
University of Cape Town	
Gregory Schlueter	Sociology
B.A., Boston College	
Claudia Schmitt	Education
B.S., St. Francis College	
Patricia Scott	Political Science
B.A., Regis College	
Ellen Seibel (Mrs.)	Slavic & Eastern Languages
A.B., Boston University	
Catherine Sheehan	Economics
B.A., University of Rhode Island	
Eleanor Sheehan	Chemistry
A.B., State College at Boston	
Joseph Sinkey	Economics
B.A., St. Vincent College	

Ernest S. Siraki	<i>Geology and Geophysics</i>
B.A., Rutgers University	
Joyce Southard	<i>Education</i>
B.A., Newton College of the Sacred Heart	
Robert Squier	<i>Philosophy</i>
B.A., Regis College	
William G. Stanley	<i>Physics</i>
B.S., Rensselaer Polytechnic Institute	
M.S., Boston College	
Pamela Street	<i>Biology</i>
B.S., Simmons College	
Ann Sullivan	<i>History</i>
A.B., Cornell University	
Lorraine Swan	<i>Biology</i>
A.B., Boston University	
David Tarmey	<i>Education</i>
B.A., Boston University	
Gene Thuot	<i>Political Science</i>
B.A., Assumption College	
Harriet Tolpin	<i>Economics</i>
B.A., Wellesley College	
Anne M. Topor	<i>Biology</i>
B.A., Our Lady of the Elms College	
Joseph Turiano	<i>Sociology</i>
B.A., St. John Fisher College	
James Valone	<i>Philosophy</i>
B.A., St. John Fisher College	
Russel V. Varnum	<i>Geology and Geophysics</i>
A.B., Ricker College	
M.S.T., Boston College	
Habil W. Wejuli	<i>Education</i>
B.S., Trinity College	
M.Ed., State College at Boston	
Jerome Wieler	<i>Philosophy</i>
A.B., Dickinson College	
Da-Chen Florence Wu	<i>Chemistry</i>
B.S., National Taiwan University	
Marshall Yokel	<i>Biology</i>
B.A., Adelphi University	
Richard L. Zagura	<i>Physics</i>
B.S., Gannon College	

#### **N.D.E.A. TITLE IV FELLOWS 1969-1970**

John Abbott	<i>Germanic Studies</i>
A.B., Boston College	
Susan Butler	<i>Education</i>
A.B., Wheeling College	
Edward Deschuytner	<i>Biology</i>
B.A., Northeastern University	



Arthur Garvey	<i>Education</i>
B.S.Ed., State College at Worcester; M.Ed., Boston College	
Alice Gerster	<i>Economics</i>
B.A., Wheaton College	
Edwin Goff	<i>Philosophy</i>
A.B., Vanderbilt University	
William Grazeidei	<i>Romance Languages</i>
B.S., Fairfield University; M.S., Boston College	
Burette Gwin	<i>Germanic Studies</i>
B.A., University of Arizona	
William Henry	<i>Romance Languages</i>
B.S., Boston College	
Roger Linnan	<i>Education</i>
B.A., Loras College; M.S.Ed., Creighton University; S.T.B., St. Meinrad School of Theology	
Katherine Lopez	<i>Romance Languages</i>
B.A., Boston College	
Patricia Lyndell	<i>Romance Languages</i>
B.A., Boston College	
Michael Metzler	<i>Economics</i>
B.A., Canisius College	
Martin Murphy	<i>Economics</i>
B.A., City College of New York	
Lucius Outlaw	<i>Philosophy</i>
A.B., Fisk University	
Richard Parker	<i>Economics</i>
B.S., Massachusetts Institute of Technology	
Glenworth Ramsay	<i>Economics</i>
A.B., Brown University	
Eileen Riordan	<i>Biology</i>
B.A., Emmanuel College	
Victor Roman	<i>Chemistry</i>
B.S., Boston College	
Rene Smith	<i>Economics</i>
B.A., Seton Hill College	
Irene Soriano	<i>Romance Languages</i>
B.A., University of Texas at El Paso	
Clark Springate	<i>Biology</i>
A.B., Boston University	
Maureen Sullivan	<i>Education</i>
B.A., Merrimack College	
Elinor Woods	<i>Education</i>
B.S., M.A., Boston College	
<b>N.A.S.A. TRAINEES 1969-1970</b>	
Robert J. Cuomo	<i>Economics</i>
B.A., Merrimack College	
Leonard A. Flynn	<i>Psychology</i>
A.B., State College at Boston	

Carol Goleski  
 B.S., Wheeling College  
 Judith Prask  
 M.S., Tulane University

*Biology*  
*Biology*

## N.S.F. TRAINEES 1969-1970

Jane Makowsky Eisenberg  
 B.A., Cornell University  
 Richard Adam Fristensky  
 B.A., St. Peters College  
 Barbara Ann Kelly  
 B.S., Notre Dame College  
 Catherine Anne Koerntgen  
 B.A., Rosary Hill College  
 Charles Ippolito  
 B.A., State University of New York, Buffalo  
 Stephen Levine  
 B.A., Lafayette College  
 Donald J. Mullineaux  
 B.A., St. Vincent College  
 Sister Maxyne Schneider  
 B.A., College of Our Lady of the Elms  
 Janet D. Vitiello  
 B.A., Boston College  
 William Wall  
 B.A., Canisius College

*Biology*  
*Economics*  
*Chemistry*  
*Chemistry*  
*Psychology*  
*Psychology*  
*Economics*  
*Chemistry*  
*Chemistry*  
*Physics*

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Richard J. Leonard, B.S.B.A., C.P.A.	<i>University Controller</i>
Francis B. McManus, S.J., A.M.	<i>Secretary of the University</i>
Richard J. Olsen, M.B.A.	<i>Executive Assistant to the President</i>

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Henry J. McMahon, A.M., *Associate Dean*

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tion Programs*

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John F. Wissler, B.S.B.A.

*Executive Director of the  
Alumni Association*

## ACADEMIC CALENDAR

### SEPTEMBER 1970-JUNE 1971

#### *Fall Term*

- Sept. 14-16 Registration (M-W 9:30-12:00; 1:00-5:00)  
21 Classes begin  
21-25 M-F; late registration
- Oct. 5 Final date for addition of courses  
12 University holiday\*  
13 Final date for withdrawal without grade of W
- Nov. 2 Latest date for filing applications for doctoral comprehensive examinations in the departments  
11 University holiday\*  
25 Thanksgiving holidays begin at noon (Wednesday)  
30 Classes resume
- Dec. 1 Ph.D. and D.Ed. comprehensive examinations begin  
8 University holiday\*  
14 Latest date for filing application for February master's comprehensive examinations  
18 Christmas holidays begin at close of classes  
28 Last day for withdrawal from courses (cf. p 23 for regulation)
- Jan. 4 Classes resume  
18-26 Mid-term examinations  
27-29 Registration (W-F) 9:30-12:00; 1:00-5:00

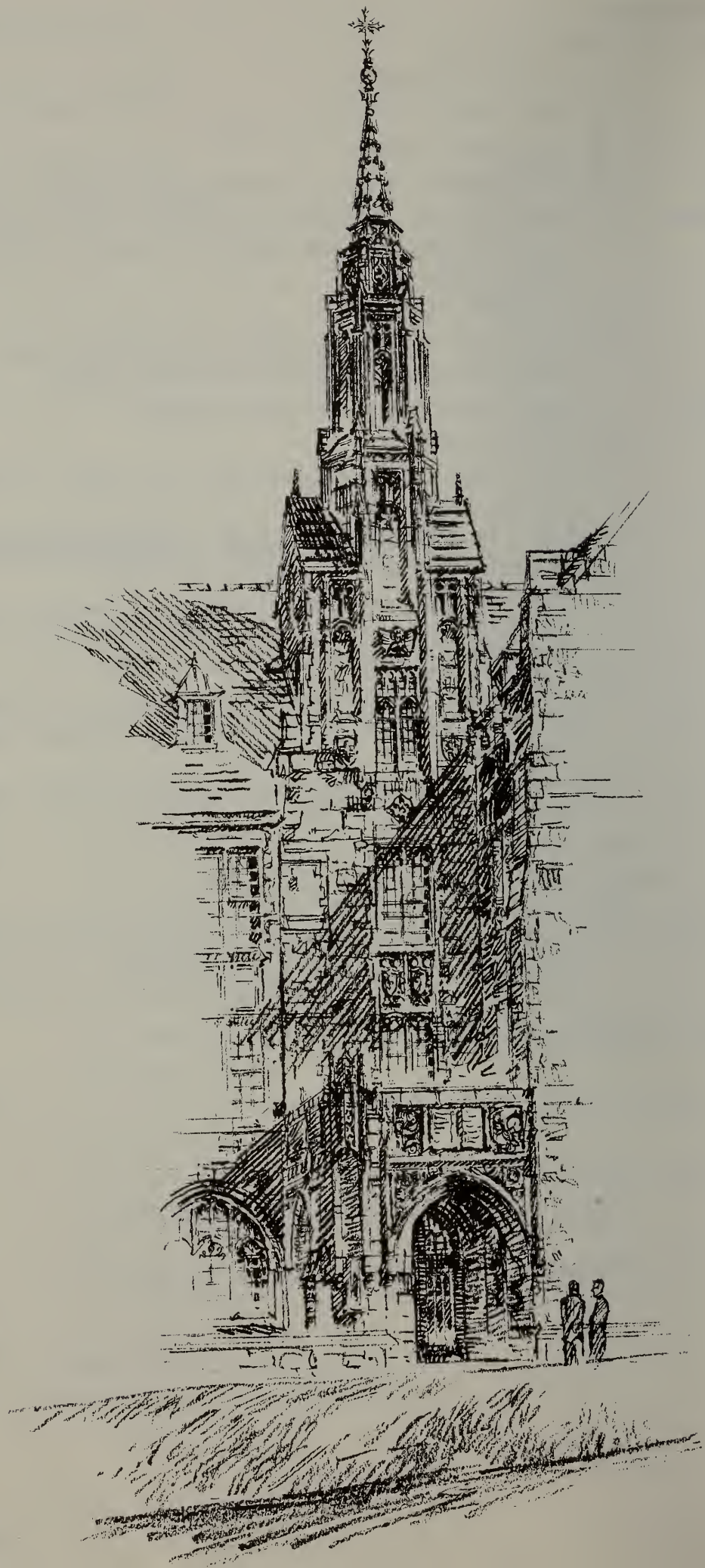
## *Spring Term*

Feb.	1	Classes begin
	1-5	M-F; late registration
	12	Final date for addition of courses
	15	University holiday*
	23	Final date for withdrawal without grade of W
March	8	Latest date for candidates for degrees in June to submit master's thesis title and outline to chairman of department for approval.
	17	Academic holiday**
	22	Latest date on which candidates for Doctor's degree in June may submit dissertation for official reading
April	7	Easter holidays begin at close of classes
	20	Classes resume
	21	Latest date for filing application for master's comprehensive examinations
	21	Latest date for filing graduation cards for June degrees Master's comprehensive examinations begin
May	10	Latest date for June doctoral graduates to submit thesis title (cf. p. 16 ) Master's comprehensive examinations begin
	12	Latest date for filing in the Graduate School Office approved and signed copies of Master's thesis for June degrees
	14	Last day for withdrawal from courses (cf. p. 23 regulation)
	20	University holiday*
	24-31	Semester examinations in all courses
	28	Latest date for June doctoral graduates to complete arrangements for microfilming of dissertation (cf. p. 15 ) Latest date by which candidates for June graduation must settle all financial accounts
June	14	Commencement

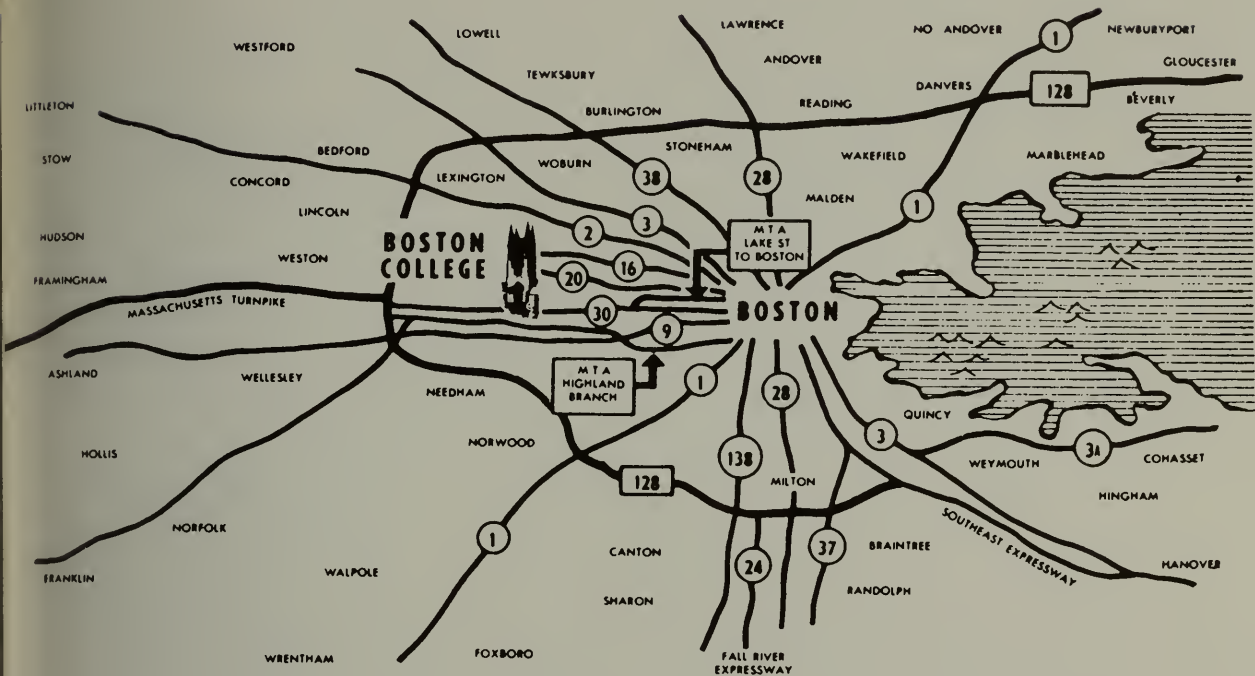
\*Classes cancelled and administrative offices closed.

\*\*Classes cancelled but administrative offices open.





## DIRECTIONS FOR VISITORS TO BOSTON COLLEGE



Located between Commonwealth Avenue (Route 30) and Beacon Street in Chestnut Hill, Massachusetts, the University Heights campus of Boston College is easily accessible from all approaches.

Visitors arriving at Logan International Airport will find ample means of transportation into downtown Boston. Interstate bus lines all have terminals in the heart of the city.

From downtown Boston, visitors may travel directly to the Heights by taxi or may take the Boston College - Commonwealth Avenue trolley car out of Park St. Station and to the end of the line, where the campus is only a short walk up the hill.

For those driving to Boston College, the auto routes are easily traveled and plainly marked.

From the south and southeast – Routes 95 and 24 north, to Route 128 north, to Route 30 (Commonwealth Avenue) east, directly to Boston College.

From the west and southwest (e.g. New York City, New Jersey, etc.) – Routes 15 or 91 north, to the Massachusetts Turnpike (Route 90) east, to Route 128 north, to Route 30 (Commonwealth Avenue) east, directly to Boston College.

From the north and northeast – Routes 3, 93 and 95 (U.S. 1) south, to Route 128 south, to Route 30 (Commonwealth Avenue) east, directly to Boston College.

## NOTES



## NOTES

## NOTES

# BOSTON COLLEGE

CHESTNUT HILL  
MASSACHUSETTS



BEACON STREET

TO ROUTE 9  
HAMMOND STREET

TO NEWTON CTR.  
TUBOR ROAD

## LEGEND

### LOWER CAMPUS:

- 1 St. Thomas More Hall (Law School)
- 2 St. Ignatius Church
- 3 Southwell Hall
- 4 Alumni Hall
- 5 Philomatheia Club
- 6 Intramural Sports
- 7 McHugh Forum
- 8 Alumni Stadium
- 9 Roberts Center
- 10 Cdr. Shea Field

### UPPER CAMPUS:

- 11 St. Mary's Hall
- 12 Baptist Library
- 13 Gasson Hall
- 14 Lyons Hall
- 15 Fulton Hall
- 16 Devlin Hall
- 17 Higgins Hall
- 18 Cushing Hall

- 19 Service Building
- 20 Campton Hall
- 21 McGuinn Hall
- 22 Carney Center
- 23 McElroy Commons

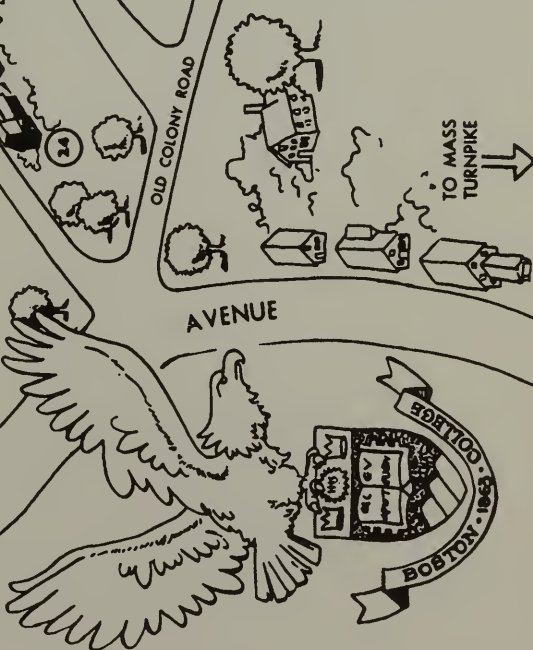
### RESIDENCE HALLS:

- 24 Colombiere House
- 25 Faber House
- 26 Roncalli Hall
- 27 Welch Hall
- 28 Williams Hall
- 29 Gonzaga Hall
- 30 Fitzpatrick Hall
- 31 Cheverus Hall
- 32 Fenwick Hall
- 33 Xavier Hall
- 34 Loyola Hall
- 35 Claver Hall
- 36 Shaw House
- 37 Kostka Hall
- 38 Card, O'Connell Hall

COMMONWEALTH

AVENUE

TO MASS  
TURNPIKE



OLD COLONY ROAD

COLLEGE ROAD

QUINCY

HAMMOND STREET

TUBOR ROAD

PARKING

PARKING

PARKING

PARKING

TO BOSTON





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BOSTON COLLEGE

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CHESTNUT HILL, MASSACHUSETTS 02167

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